THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

UNDERGRADUATE BULLETIN

1994-95

This catalog is intended for informational purposes only. Requirements, rules, procedures, courses, and informational statements are subject to change. The University reserves the right to revise any part without notice or obligation.

Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 1100 West Market Street (910-334-5009), is responsible for coordinating compliance and investigating complaints.

Catalog Issue
for the Year
1993-94

Announcements
for 1994-95

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POSTMASTER: please send change of address to Office of Admissions, The University of North Carolina at Greensboro.

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

ONE-HUNDRED-AND-THIRD
ANNUAL UNDERGRADUATE CATALOG
1994 - 1995

UNCG Calendar

Fall Semester 1994

August 15, Mon.	Semester opens
August 15-21, Mon.-Sun.	Orientation, advising and registration for all students based on student population and classification
August 16, Tues.	Academic and Financial Aid Satisfactory Academic Progress Appeals deadline
August 22, Mon.	Classes begin (8:00 a.m.)
August 22, Mon.	Late Registration
August 23-26, 29, Tues.-Fri., Mon.	Schedule Adjustment; Late Registration continues
August 29, Mon.	Last day to change courses or course sections. Exceptions require approval of Academic Advising or the Graduate School
August 29, Mon.	Deadline for graduate students to apply to graduate in Fall 1994 (December)
September 5, Mon.	Labor Day Holiday. Classes dismissed; offices closed
September 6, Tues.	Last day to drop course(s) and receive a refund (less 10%) on tuition and fees
October 3, Mon.	Founder's Day
October 4, Tues.	Six weeks unsatisfactory progress reports due in Registrar's Office
October 7, Fri.	Deadline for undergraduate students to apply to graduate in Fall 1994 (December)
October 14, Fri.	Instruction ends for Fall Break (6:00 p.m.)
October 19, Wed.	Classes resume (8:00 a.m.)
October 21, Fri.	Last day to drop courses without academic penalty
November 1, Tues.	Financial aid application deadline for Spring Semester
November 3-9, Thurs.-Wed.	Spring Semester advising for continuing undergraduate students in major departments, by appointment
November 5-16, Sat.-Wed.	Registration for continuing students for Spring Semester
November 7, Mon.	Final date for oral examinations for December doctoral candidates
November 21, Mon.	Deadline for filing one signed copy of dissertation in the Graduate Office
November 23, Wed.	Instruction ends for Thanksgiving holidays (1:00 p.m.)
November 28, Mon.	Classes resume (8:00 a.m.)
December 1, Thurs.	Competitive scholarship application deadline for entering freshmen
December 4, Sun.	Convocation for December graduates. (1:00 p.m.)
December 7, Wed.	Last day of classes
December 8, Thurs.	Reading Day
December 9-16, Fri.-Fri.	Final Examinations
December 9, Fri.	Final deadline to pay Spring registration bills
December 10, Sat.	Tentative official final exam make-up day (as determined by the administration)
December 16, Fri.	Final date for complete clearance of December candidates for graduate degrees
December 19, Mon.	Tentative official final exam make-up day (as determined by the administration)

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

MEMORANDUM

TO: University Personnel

FROM: Sylvia Eidam, Registrar's Office—Publication Services

SUBJ: 1994-95 *Undergraduate Bulletin*

DATE: June 22, 1994

We are happy to provide you with a copy the 1994-95 *Undergraduate Bulletin*. This edition represents many hours of diligent effort on the part of the members of the Undergraduate Curriculum Committee, several offices, and the academic departments at the University. To them, the Registrar's Office would like to say a big "THANK YOU!" Those of us who were closely involved in the production of the book believe you will find it contains extremely consistent and carefully reviewed information.

Our aim is to produce an "error-free" book, but with the sheer volume of information which must be processed during the revision, it is possible that some detail was omitted or incorrectly placed. We hope you will let us know should you discover any discrepancies or errors in the *Bulletin* material. We also welcome any comments or suggestions you may have regarding format, method of course listings and program information, as well as the kinds of information included. Please call me at 334-5946 with any suggestions or corrections.

Also, if your office should need copies of the *Bulletin* for new faculty or staff members who will be joining the University later in the summer, please let us know so we can provide you with additional copies.

Again, let me express my personal appreciation to everyone who contributed so much time and work to the production of this edition of the *Bulletin*.

Office of the Registrar *• 180 Mossman Building, UNCG • Greensboro, NC 27412-5001 • (919) 334-5946*

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SPRING SEMESTER 1995

January 4, Wed.	Academic and Financial Aid Satisfactory Academic Progress Appeals deadline
January 7-10, Sat.-Tues.	Orientation, advising and registration for all students based on student population and classification
January 11, Wed.	Classes begin (8:00 a.m.)
January 11, Wed.	Late Registration
January 12-13, 17-18, Thurs.-Fri., Tues.-Wed.	Schedule Adjustment. Late Registration continues
January 16, Mon.	Dr. Martin Luther King, Jr. holiday. Classes dismissed; offices closed
January 18, Wed.	Last day to change courses or course sections. Exceptions require approval of Academic Advising or the Graduate School
January 18, Wed.	Deadline for graduate students to apply to graduate in May 1995
January 20, Fri.	Deadline for undergraduate students to apply to graduate in May 1995
January 26, Thurs.	Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees
February 15, Wed.	Deadline for undergraduate students to apply to student teach during 1995-96
February 23, Thurs.	Six weeks unsatisfactory progress reports due in Registrar's Office
March 1, Wed.	Financial aid priority filing date for Summer and 1995-96 Scholastic Achievement Award application deadline for entering f reshmen
March 4, Sat.	Instruction ends for Spring Break (1:00 p.m.)
March 13, Mon.	Classes resume (8:00 a.m.).
March 15, Wed.	Last day to drop course(s) without academic penalty
March 29, Wed.	Final date for oral examinations for May doctoral candidates
March 30-April 5, Thurs.-Wed.	Summer and/or Fall Semester advising for continuing undergraduate students in major departments, by appointment
April 1-12, Sat.-Wed.	Registration for continuing students for Summer and/or Fall Semester
April 12, Wed.	Deadline for filing one signed copy of dissertation in the Graduate Office
May 1, Mon.	Last day of classes
May 2, Tues.	Final date for complete clearance of May candidates for graduate degrees
May 2, Tues.	Reading Day
May 3-10, Wed.-Wed.	Final Examinations
May 14, Sun.	Commencement

SUMMER 1995

May 29, Mon.	First summer session classes begin
June 1, Thurs.	Deadline for graduate students to apply to graduate in Summer 1995
June 30, Fri.	Deadline for undergraduate students to apply to graduate in Summer 1995
June 30, Fri.	First summer session final exams
July 10, Mon.	Second summer session classes begin
August 11, Fri.	Second summer session final exams

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

Table of Contents

CHAPTER **PAGE**

1 Introduction

Academic Programs ... 8
Campus Life ... 9
Mission and Goals Statement ... 10
Accreditation ... 11
Affirmative Action Plan ... 11

2 Admissions

Freshmen ... 13
Acceptance ... 15
Course Credit and Advanced Placement ... 16
2 + 2 Articulation Agreements ... 18
Transfer Students ... 18
Former Students ... 21
International Students ... 21
Veterans ... 22
Visiting Students ... 22
Consortium Students ... 23
Army and Air Force ROTC ... 23
Part-Time Degree Students ... 23
Adult Continuing and Evening Students ... 23
Nontraditional Students ... 23
Unclassified Admissions ... 24
Second Baccalaureate Degree Students ... 24
Accelerated Master's Programs for Undergraduates ... 25
Summer Session ... 25
Auditing Courses ... 25
Graduate Students ... 26
Continuing Education Programs ... 26
Senior Citizens ... 26

3 Academic Regulations

The Academic Honor Policy ... 27
Orientation ... 27
Registration ... 27
Academic Advising and Support Services ... 27
Extended Evening Services ... 28
Selecting Courses ... 28
Auditing ... 29
Class Attendance ... 30
Grading ... 30
Continuing at UNCG ... 33
Credit Regulations ... 35
Placement Examinations ... 36
Graduation ... 38
Other Regulations ... 40

4 Academic Programs

Undergraduate Programs ... 41
All-University Liberal Education Requirements ... 46
Guide to Course Descriptions ... 51
College of Arts and Sciences ... 53

CHAPTER PAGE

Anthropology ... 57
Art ... 62
Biology ... 72
Chemistry ... 80
Classical Studies ... 85
Communication and Theatre ... 92
English ... 117
Geography ... 126
German and Russian ... 131
History ... 136
Mathematics ... 145
Philosophy ... 154
Physics and Astronomy ... 158
Political Science ... 163
Psychology ... 168
Religious Studies ... 173
Romance Languages ... 177
Sociology ... 186

Joseph M. Bryan School of Business and Economics ... 192
Accounting ... 197
Economics ... 200
Finance ... 207
Information Systems and Operations Management ... 210
Management and Marketing ... 214
Business and Marketing Education ... 219
Master of Business Administration ... 223

School of Education ... 224
Counseling and Educational Development ... 225
Curriculum and Instruction ... 227
Educational Leadership and Cultural Foundations ... 235
Educational Research Methodology ... 237
Library and Information Studies ... 238

School of Health and Human Performance ... 240
Dance ... 241
Exercise and Sport Science ... 249
Leisure Studies ... 265
Public Health Education ... 269

School of Human Environmental Sciences ... 276
Clothing and Textiles ... 277
Food, Nutrition, and Food Service Management ... 282
Housing and Interior Design ... 286
Human Development and Family Studies ... 290
Social Work ... 299

School of Music ... 303

School of Nursing ... 319

5 SPECIAL ACADEMIC PROGRAMS

Freshman Seminars ... 327
Honors Program ... 328
Medical Technology ... 330
Preprofessional Programs ... 333
Residential College ... 338

Special Programs in Liberal Studies 339
African American Studies 340
Archaeology 341
Study in Christianity 343
Gerontology 343
History and Philosophy of Science 345
International Business Studies 346
International Studies 347
Master of Arts in Liberal Studies 349
Linguistics 350
Russian Studies 350
Women's Studies 351
Study Abroad 352
Teacher Education 353
Western Civilization 357

6 THE UNIVERSITY COMMUNITY

Housing and Food Services 358
Traffic and Safety Regulations 361
Services for Students 363
Campus Opportunities 369
Clubs and Organizations 372
Athletics and Recreation 375
Alumni, Development, and Friends of UNCG 376

7 TUITION, FEES, AND FINANCIAL AID

Tuition and Fees 379
Financial Aid 389
Scholarships and Loans 394

8 UNIVERSITY HISTORY AND PERSONNEL

History of The University of North Carolina 411
Board of Governors 413
Officers of The University of North Carolina 413
History of The University of North Carolina at Greensboro 414
Board of Trustees 414
Officers of The University of North Carolina at Greensboro 415
Faculty
Teaching 418
Emeritus 441
Library 448
Adjunct 449
Administrative Staff 454
Faculty Committees 460
Statistical Summary 468

APPENDIX 469

INDEX 471

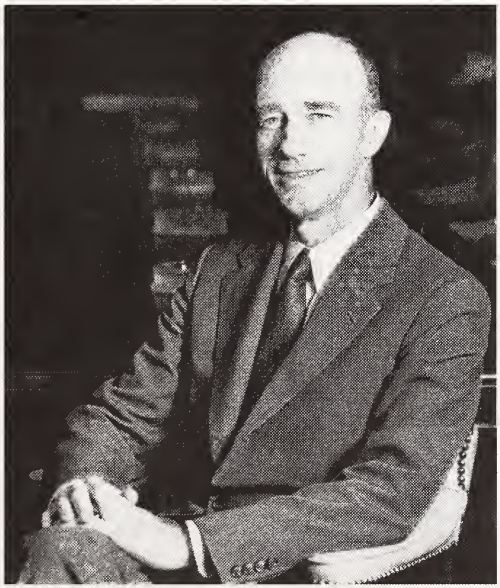
IMPORTANT UNCG TELEPHONE NUMBERS 477

QUICK REFERENCE GUIDE FOR NEW STUDENTS 478

MAP OF UNCG 480

To Prospective Students

University catalogs are not as a rule light reading. This one is no exception. It is, however, a useful and accurate compilation of information describing program offerings and requirements. These pages serve as introduction to a rich and vital academic community. Faculty and staff alike are pleased by your interest. All of us at The University of North Carolina at Greensboro will be delighted to provide further help as needed.



William E. Moran
Chancellor

Chapter 1
Introduction

The University

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College — one of the three original institutions of The Consolidated University of North Carolina — it has been highly regarded now for more than a century for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body of UNCG — 66% female and 34% male — comprises approximately 12,000 men and women, about three-fourths of whom are undergraduate and one-fourth graduate students. While 88% are from North Carolina, students come from 38 other states and 59 foreign countries. Minority enrollment is approximately 14%, including approximately 11% African-American students. About half of all UNCG students receive some type of financial aid.

Among the more than 600 full-time faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 74 percent hold doctoral degrees. The faculty is committed to excellence in teaching, research, and public service. Faculty members are easily accessible to students through an advisory system and on an informal basis. The ratio of students to faculty is 14.2 to 1.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools — those of the Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; and Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Medical Technology (BSMT), and Bachelor of Science in Nursing (BSN)

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Provost coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

The University faculty through the Faculty Senate and the Undergraduate Curriculum Committee determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

More than 1,000 courses are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register at Bennett, Elon, Greensboro, Guilford, Guilford Technical Community Colleges, High Point University, and North Carolina Agricultural and Technical State University without additional tuition.

The University also offers three doctoral degrees in 13 areas of study, four Master of Fine Arts degrees, and several other master's degrees and post-master's certificates in a wide variety of concentrations. The **Graduate School Catalog** describes these programs in complete detail.

Most undergraduate degree programs require 122 semester hours with 24-36 semester hours of work in the major. See Chapter 4 of this catalog for descriptions of academic programs and University-wide requirements.

Many special academic programs are available as well. Among these, **Teacher Education** has a long tradition. Five UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher certification in North Carolina and qualification for certification in most other states. Students may select certification programs in 32 subject areas.

The **Honors Program** provides an early opportunity for broad interdisciplinary study with team-taught sessions and independent projects.

Opportunities for **interdepartmental studies** are available in International Studies, African American Studies, Women's Studies, Gerontology, and others.

UNCG's seven **preprofessional programs** offer all of the courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

Independent study, tutorials, and internships are available in most schools and departments.

Residential College provides a setting for innovative study and unity of academic and social experiences for freshmen and sophomores.

Students interested in **study abroad** for academic credit may select from several opportunities available, through summer study, semester abroad, or the junior year abroad program.

These and other special academic programs are described more fully in Chapter 5.

Campus Life

The 74 buildings on the attractively landscaped campus reflect the 100-year history of the University from the oldest, Foust, (1892), to those currently under construction and renovation. New facilities include the Student Recreational Center, the Soccer Stadium, and apartment-style housing. A five-level parking deck and the renovated Moore-Strong Residence Hall will be open for fall 1994. Plans are underway for a new music building. The Student Plaza, situated in the middle of the campus, is a popular location for outdoor events and informal gatherings.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Gallery, now located in the new Anne and Benjamin Cone art center, houses what is considered to be the most outstanding permanent collection of contemporary art in the southeast and offers a showcase for student and faculty work.

The University Dance Company provides performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition.

A wide-ranging program in theatre has five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, The North Carolina Theatre for Young People, and the Centennial Summer Theatre Company. The Media Workshop explores film and video topics and co-sponsors a student-managed campus radio station. Moreover, the University Concert/Lecture Series brings exciting and innovative programs in the performing arts each year to the campus.

Residence life and the many opportunities and services for students are described in Chapter 6, **Student Life**, and in the **Student Handbook.**

The Office of the Director of Academic Advising and Support Services is responsible for assigning a faculty member as advisor to each student to help plan a course of study.

Student Health Service provides full-time medical services.

The Career Services Center assists students with planning their careers and securing full-time employment after graduation.

The Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

The focal point for campus events is Elliott University Center, which not only provides space for student government, student publications, and many student organizations, but also offers movies, concerts, lectures, dances, and parties.

More than 100 student clubs and organizations are in operation at UNCG, ranging from academic honor societies and service organizations through religious, musical, media, sports, and departmental organizations. UNCG is one of only five higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Eight Greek fraternities and eight sororities have chapters on campus and offer a channel for social growth.

UNCG has a thirteen-team intercollegiate athletics program and, in 1991, began competition in the NCAA Division I. A wide choice of intramural sports and club sports is also offered on campus.

The UNCG campus consists of approximately 180 acres located near the center of Greensboro, the state's third largest city. Greensboro has an approximate population of 184,000, while the greater Triad area has a population of 1,000,000. Located midway between Washington and Atlanta, Greensboro is but two hours from the mountains, and about four hours from the coast. In a national survey a few years ago, Greensboro was rated as the nation's second most attractive place to live, based on climate, health, transportation, crime rate, and prosperity. Overall, it is a dynamic city, offering a splendid setting for a university. In return, for over 100 years, UNCG has enriched Greensboro with its widely diversified academic community.

The Mission of The University of North Carolina at Greensboro

(Approved by the Board of Trustees, April 8, 1993)

Dedicated to teaching, research, and service for the benefit of the people of North Carolina, The University of North Carolina at Greensboro provides excellence in mutually supportive undergraduate and graduate education. This mission is based upon its legacy of distinguished undergraduate education for women and on the responsibilities inherent in its present role as a doctoral-granting university.

Committed for more than a century to accomplished teaching and scholarship, the University fosters knowledge, intellectual skills, and the joy of reasoned inquiry in its students so that they may become thoughtful and responsible members of society. It affords an exceptional opportunity for all students, at any stage in their lives, to secure professional or other specialized preparation firmly grounded in the liberal arts. In carrying out its responsibilities for research and creative endeavor, the University offers undergraduate and graduate programs of distinction and aims for national recognition for certain graduate programs, including all doctoral programs.

The University has a proud tradition of professional and public service. Recognizing that the society it serves is global, the University applies its intellectual resources to enhance the quality of life in the Piedmont Triad region, the state of North Carolina, the nation, and the world.

The University is dedicated to sustaining a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. As an institution in an urban setting, the University offers students a rich array of experiential opportunities. Through its co-curricular programs, the University contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. Intellectual curiosity and tolerance, the natural resources of any learning environment, are cultivated and prized by the University community.

Accreditation

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and at the national level by the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in some departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in Chapter 4, **Academic Programs.**

Affirmative Action Plan

(March 25, 1973, Chapter II, reaffirmed in Affirmative Action Plan)
(Revised 1983)

University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 201 Forney Building (919-334-5009), is responsible for coordinating compliance and investigating complaints.

This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

> "Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter 1, Section 103)

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

"It is the goal of The University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions."

The University appoints and promotes for all job classifications without regard to race, color, national origin, sex, age, religion, handicap, or veteran status in such manner as is consistent with achieving a staff of diverse and competent persons.

The University administers all personnel actions such as compensations, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs without regard to race, color, national origin, sex, religion, handicap or veteran status.

The University maintains a standing committee on equal employment opportunity and intergroup relations appointed by the Chancellor, to act in an advisory capacity to him and to other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Affirmative action is a priority concern in all facets of operation.

Chapter 2
Admissions

Admissions

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average and SAT or ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen, transfer students, and former students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 201 Forney Building (910-334-5009), is responsible for coordinating compliance and investigating complaints.

Interviews are not used as criteria for admissions decisions, except in the case of those interviews specifically requested by the Office of Admissions or those required for the Adult Continuing and Evening Students (ACES) program. However, interviews may be scheduled by contacting the Office of Admissions at 910-334-5243 at least two weeks in advance of the date a campus visit is planned.

Adult students who do not meet ordinary admission requirements may seek admission through the Adult Continuing and Evening Students (ACES) program (see p. 23).

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines.

Freshmen

A freshman is defined as a student who is a high school graduate and who has not attended college. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated as a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Secondary School Preparation

Candidates for admission to the freshman class must submit a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a course which meets for one period daily during the entire school year.) Students must present the following units:

	Units
English (emphasizing grammar, composition, and literature)	4
Foreign Language (two years of one foreign language)	2
Mathematics (Algebra I, Algebra II, Geometry)	3

Science (including at least 1 unit in life or biological science, at least 1 unit in physical science, at least 1 laboratory course) 3
Social Science (1 unit in US history; 1 unit in history, economics, sociology or civics) 2
Electives 1

Total required units: 15

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

An audition is required as part of the admissions procedure for students seeking the Bachelor of Arts with a major in music or the Bachelor of Music degree. Students should write the School of Music for information.

An interview with the faculty of the Department of Housing and Interior Design is required for selection into that program. The appropriate forms will be enclosed with the letter of admission for students who indicate interior design as their proposed major.

Entrance Deficiencies

Foreign Language. A student deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours. Deficiencies can be removed by completing the course in an approved secondary school, or by completing the appropriate college-level course in the area of the deficiency. Removal of a two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they must pick up their study of the language at UNCG. Information about alternate ways of satisfying this requirement may be secured by contacting the Office of Admissions.

Other Deficiencies. Students who graduated from high school in or after the Spring of 1988 and who are deficient in any high school unit **except** foreign language must complete six semester hours (or nine quarter hours) of "C" or better course work in **each** of the following subject areas — English, mathematics, natural sciences, and social sciences — before they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG.

2 + 2 Articulation Program Deficiencies. Students who have not completed the AAS degree with all Articulation requirements met are admitted to UNCG as candidates for formal admission to the School of the 2 + 2 Program with a deficiency. The deficiency(s) must be removed before these students can be formally admitted to the School of the major program.

All deficiencies must be removed before graduation from the University.

Nonaccredited Secondary Schools

Applicants from nonaccredited secondary schools must meet the same requirements for secondary school courses and SAT scores as applicants from accredited secondary schools.

Application Procedure for Freshmen

1. Complete the UNCG application forms. A $35.00 application fee must accompany the application. This fee covers the cost of processing the application, and is subject to change. It is not refundable and is not applicable toward tuition or other costs.

Early application for admission is suggested; however, the deadline for submitting the application is August 1 for the fall and December 1 for the spring semester.

2. Submit an official transcript of secondary school work. Applicants must request their guidance counselors to forward their transcripts, including courses in progress, cumulative grade point average, and rank in class, directly to the Office of Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcript.

3. Take the Scholastic Aptitude Test (SAT) administered by the College Board. This test should be taken in the spring of the junior year and in the fall of the senior year of secondary school if possible. Test scores must be sent directly from the College Board to the Office of Admissions. UNCG's College Board code number is 5913. For information about the SAT, write College Board, P.O. Box 592, Princeton, NJ 08540.

American College Test Scores are acceptable in lieu of SAT scores. Test scores should be sent directly from The American College Testing Program, P.O. Box 168, Iowa City, IA 52240. UNCG's ACT code number is 3166.

4. Applicants who have been in the armed services must submit a copy of their discharge papers (DD 214).

ACCEPTANCE

After all required information is in the Office of Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

Intent to Enroll Card

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission.

Immunization Clearance

Students who have been admitted to UNCG are required to submit a medical report form with appropriate verification of immunizations. This form is supplied by the Office of Admissions and must be satisfactorily completed and returned to the Student Health Center. ***Failure to comply with this requirement within thirty calendar days from the first day of registration will result in the student's being dropped from the University.*** Once dropped from the University, the student must re-apply for admission should he or she wish to return the following semester or any time thereafter. This requirement applies to **all** students, regardless of whether they are part-time or full-time. **Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are not entitled to a refund** with the exception of a pro rata refund of board charges (if applicable); see pp. 387-388. Students with financial aid will be considered to have used a semester of financial aid eligibility.

Early Decision Plan

Well-qualified applicants for admission who decide that UNCG is the university of their choice may apply for "early decision". This decision is made by November 1 of the senior year in high school.

To be eligible for early decision, the applicant must do the following:

1. Take the Scholastic Aptitude Test during the junior year in secondary school and have the official scores forwarded to the UNCG Office of Admissions. These scores and the secondary school records showing courses in progress, cumulative grade point average, and rank in class must be received in the Office of Admissions by October 10 of the senior year.

2. Submit the application forms and all required credentials to the Office of Admissions by October 10 of the senior year.

Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular admission candidates.

Students accepted under the Early Decision Plan must submit the "intent to enroll" card by November 30 of their senior year in secondary school.

Course Credit and Advanced Placement

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

College Board Advanced Placement (AP) Program

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation.

ADVANCED PLACEMENT EXAMS

Exam	Score Required	Hours Granted	Courses
American History	3	6	History 211, 212
Biology	3	8	Biology 111, 112
Chemistry	3	4	Chemistry 111, 112 after completion of 114/115
Chemistry	4	7	Chemistry 111, 112, 114 after completion of 115
Computer Science AB	3	3	Computer Science 130
Computer Science AB	4	6	Computer Science 130, 230
Computer Science A	4	3	Computer Science 130
English - Literature & Composition	3	3	English 104
English - Literature & Composition	4	3	English 101
English - Literature & Composition	5	6	English 101, 105W
English - Language & Composition	3	3	English 104
English - Language & Composition	4	3	English 101
English - Language & Composition	5	6	English 101, 102
European History	3	6	History 224 & History Elective
Economics - Macro	4	3	Economics 202
Economics - Micro	4	3	Economics 201

French Language	4	6	French 203, 204
French Language	3	3	French 203
French Literature	4	6	French 301, French elective
French Literature	3	-	Exemption, no credit
German Language	4	6	German 203, 204
German Language	3	3	German 203
Government and Politics: American	3	3	Political Science 200
Government and Politics: Comparative	3	3	Political Science 260
History of Art	4	3*	Course to be determined
Latin - Vergil	4	3	Latin 204
Latin - Vergil	3	3	Latin 203
Latin - Catullus, Horace	4	3	Latin 204
Latin - Catullus, Horace	3	3	Latin 203
Mathematics - Calculus AB	3	3	Mathematics 191
Mathematics - Calculus AB	4	6	Mathematics 191, 292
Mathematics - Calculus BC	3	6	Mathematics 191, 292
Music Listening/Literature	3	3	Music 241 (for non-music majors)
Music Listening/Literature	4	3**	Music 332 or 333 (for music majors)
Music Theory	3	3	Music 101, 105
Music Theory	4	6	Music 101, 102, 105, 106
Physics B	3	6	Physics 101,102
Physics C	3	6	Physics 291, 292
Spanish Language	4	6	Spanish 203, 204
Spanish Language	3	3	Spanish 203
Spanish Literature	4	6	Spanish 305, Spanish elective
Spanish Literature	3	-	Exemption, no credit
Studio Art: General Portfolio	3	2	Art elective
Studio Art: Drawing	3	2	Art elective

*Examination papers will be read by the department to determine exemption

**Amount of credit or exemption to be determined by faculty interview.

College Board Achievement Tests

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board, Box 592, Princeton, NJ 08540.

COLLEGE BOARD ACHIEVEMENT TESTS

Exam	Score Required	Hours Granted	Courses
American History	700-800	6	History 211, 212
American History	650-699	6	After completion of six hours of history at 200 or 300 level with at least a 2.0 average
English Composition	700-800	3	English 101
English Composition	650-699	-	Exemption from English 101
English Literature	700-800	3	English 212

English Literature	650-699	-	Exemption from English 212
European History	700-800	6	Western Civilization 101, 102
Foreign Language	550-800	3	Foreign Language 204 Intermediate level requirement met.

College Level Examination Program (Subject Examinations Only)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 1824, Princeton, NJ 08540. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know.

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Essay Required	Minimum Score	Hours Granted	Courses
Accounting, Introductory	Yes*	50	6	Accounting 201, 202
American History	Yes*	50	6	History 211, 212
American Literature	Yes*	50	6	English 251, 252
Biology	No	50	8	Biology 111, 112
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes**	50	6	Economics 201, 202
College Composition	Yes*	50	3	English 101
English Literature	Yes*	50	6	English 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	Sociology 211

*An "Excellent" rating on the essay is required.
**A grade of "C"or better on the essay is required.

2 + 2 Articulation Agreements

UNCG is proud to be one of the first institutions in North Carolina to enter into 2 + 2 Articulation Agreements with local community colleges for students transferring from specific Associate in Applied Science degrees into accredited Bachelor of Science programs.

Agreements currently exist with Guilford Technical Community College, Forsyth Technical Community College, and Alamance Community College in these AAS programs: Business Administration, Marketing and Retailing, and Accounting (for transfer into Management and Marketing only), Early Childhood, and Nursing (RNs only). Davidson, Randolph, and Rockingham Community Colleges have also signed agreements in Business Administration and Accounting. Specific details of each agreement may be obtained from the UNCG Admissions Office, Academic Advising and Support Services Office, or the community college involved.

2 + 2 Articulation students are transfer students with several unique requirements and procedures. All details governing their enrollment are provided for in the Articulation Agreements. Specific requirements for transfer students (see below) still apply to 2 + 2 Articulation students or are noted if they do not.

Transfer Students

Well-qualified students with 24 academic semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A

student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated a "freshman-transfer"and must meet requirements under both transfer and freshman admissions programs.

Requirements and Procedures

Transfer students must have a 2.0 or better average on a 4.0 scale on all previous work attempted **and** on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. They must be in good standing and eligible to return to their last attended institution. 2+2 Articulation transfer students must have completed the A.A.S. degree.

Prior to August 1 for admission into the fall semester or before December 1 for the spring semester, they must submit the following:

1. **UNCG application forms showing true and complete information.**
2. **Official transcript from the secondary school attended.** Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See specific course units listed in Freshmen section above, page 13). Transfer students not meeting this requirement should refer to the section on entrance deficiencies (page 14).
3. **Official transcripts from each postsecondary institution** previously attended (including summer school and extension).
4. **A list of courses in progress** including course number, course name, and semester/quarter hours of credit.
5. **A copy of discharge** papers (DD 214) from the armed services if applicable.
6. **An application fee, currently $35,** not refundable and not applied toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions office staff reviews the application to determine the number of semester hours of credit for previous college-level work which can be transferred to UNCG and applied toward a bachelor's degree. Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. Course work completed with a grade of D will not transfer hours of credit but may be used to fulfill course requirements. A copy of the credit evaluation generally accompanies the acceptance letter.

2 + 2 Articulation Program students are unique transfer students. They must complete all of the procedures listed above except for #2. The decision for admission in these cases is based on successful completion of the Associate in Applied Science Degree and other specific factors outlined in the 2 + 2 Articulation Agreement (see each agreement or advising tools provided by UNCG Admissions, Academic Advising, or the community college involved).

Transfer students from 2 + 2 Articulation Programs must have the A.A.S. degree completed before transfer.

Intent to Enroll Card

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission. If the form is not received, the student's application is subject to cancellation. Students must also submit a completed medical examination form prior to enrolling.

Additional Admissions Requirements

Selected majors and programs have special admission and progression requirements in addition to admission to the University.

College of Arts and Sciences. A 2.5 G.P.A. is required for the Speech Communication and Media Studies majors. A G.P.A. of 2.7 is required for Theatre Arts Certification, Speech Pathology and Audiology, and Education of the Deaf majors. (For all Communications majors, only grades of C- or better in COM courses will count toward the major.)

Students majoring in English may count no grade less than C- in the major toward the degree. (Admission to teacher education and student teaching in English requires a minimum G.P.A. of 2.75.)

Math majors must maintain a 2.0 G.P.A. on all Math courses. Physics majors must maintain a 2.0 on all required Physics and Math courses.

School of Business and Economics. A 2.5 G.P.A. is required for admission and retention in all programs except Accounting, which requires a 2.7.

School of Education. A G.P.A. of 2.75 is required for admission to the teacher education program in Elementary or Middle Grades Education. Transfer students planning to pursue those majors should contact the School of Education Student Information & Advising Office.

Admission to teacher education at the secondary level requires a minimum G.P.A. of 2.5, except where higher G.P.A. requirements are noted. Applications for admission should be filed in the Teacher's Academy (319 Curry) during the second semester of the sophomore year. Transfer students must apply after they have completed 12 semester hours in residency.

School of Health and Human Performance. Dance majors are admitted by application only. A grade of C or better is required for all Dance courses. Exercise and Sports Science majors in the Physical Education Teacher Education concentration must meet the 2.5 G.P.A. required for admission to the Teacher's Academy. Health Education majors must have a 2.2 cumulative G.P.A. and a 2.5 in all Health courses.

School of Human Environmental Sciences. The departments of Human Development and Family Studies and Clothing and Textiles both have 2.2 G.P.A. requirements. Interior Design majors are admitted by interview only and transfers must have a 2.5 for admission. (A G.P.A. of 2.0 must be maintained to continue in the program.) Social Work majors are admitted to field instruction after achieving 84 hours with a 2.0 G.P.A.

School of Music. All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music. Such auditions should be arranged in advance through the School of Music. Music Education majors must have a 2.5 G.P.A. for admission into the Teacher's Academy.

School of Nursing. A minimum G.P.A. above 2.0 is required for admission. Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer. The application deadline for upper division is February 1.

2 + 2 Articulation Program students must meet the UNCG G.P.A. requirements of the School of their major as designated in the Articulation Agreement.

Transfer Regulations

Accreditation. UNCG accepts the accreditation of the North Carolina State Department of Public Instruction for colleges in North Carolina and the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside North Carolina must have

accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted.

Nonaccredited Institutions. Applicants from nonaccredited institutions must meet the requirements in effect for admission into the freshman class, including satisfactory secondary school records and SAT scores, as well as meeting the transfer requirements of a 2.0 average on a 4.0 scale.

Validating Examinations. Some departments at UNCG require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions. Admission into the University does not constitute selection into any of the professional schools.

Two-Year College Transfer Credit Limit. Transfer students who enter UNCG after attendance at two-year colleges receive transfer credit for no more than 64 semester hours from two-year institutions.

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

Former Students

Former students who have not attended any other post-secondary institution during the interim are eligible to continue their enrollment after discontinuing their studies for one or more semesters. You should contact the Adult Continuing and Evening Students (ACES) Office, 104 Elliott University Center, UNCG, Greensboro, NC 27412-5001 for information.

Former students who have attended any post-secondary institution since leaving the University are required to submit official transcripts to the ACES Office. An overall and transferable 2.0 or better average on a 4.0 scale must be maintained on all course work attempted since leaving the University. You will be required to submit a new application for evaluation of your transfer credit and should contact the ACES Office to obtain application materials.

International Students

International applicants must complete the special international application and return all required documents **on or before the international deadline** as specified in the international

application. International applicants should present Scholastic Aptitude Test results along with all applicable transcripts from secondary and post-secondary schools. International applicants whose native language is not English should also present TOEFL results in support of their application.

Prior to admission, applicants must further submit evidence of adequate financial support to cover their expenses for their first year of study at the University as specified on page 379 of this catalog. The University will issue the necessary visa documentation only to those students who are formally admitted to the University. **International students should not leave their native countries intending to enroll at the University until they have received a formal letter of acceptance and all appropriate visa documentation.**

VETERANS

Veterans' enrollment certification is handled by the Office of the Registrar.

UNCG is on the list of approved institutions which can provide training under the Veterans Administration Educational Training Program. A veteran wishing to receive educational benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

VISITING STUDENTS

College Level

A student who is currently working towards a degree at another institution but wishes to take courses at UNCG during the regular term is classified as a "visiting" student.

To be considered for admission as a visiting student, an applicant must:

1. Submit the regular application forms and the application fee.
2. Have the dean of the home institution send the Office of Admissions written permission to take the specific courses here which will be acceptable for transfer credit at that institution. Written permission must be submitted for each semester that the applicant wishes to attend UNCG. Visiting students may not continue beyond one semester without providing additional permission from the dean of the home institution.
3. Have an official transcript from that institution forwarded to the Office of Admissions.

Visiting students must have a 2.0 or better average on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

Secondary School Level

The University provides secondary school students who have good academic records the opportunity to begin their college studies early and to supplement their secondary school curriculum. Secondary school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application, the application fee, a high school transcript, and a letter of permission from their principal. Enrollment as a visiting secondary school student does not imply regular admission to UNCG.

GREATER GREENSBORO CONSORTIUM

A student attending a college or university in the Greater Greensboro Consortium (Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community Colleges and North Carolina Agricultural and Technical State University) is not classified as a visiting student and does not go through the admissions process for the fall or spring semesters. Students wishing to register for courses here through the Consortium should contact the registrar of their home institution. For the Summer Sessions, the Consortium is in effect only with North Carolina Agricultural and Technical State University. Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a bulletin from the Summer School Office and submit the application form in the bulletin.

RESERVE OFFICERS' TRAINING CORPS

The United States Air Force and Army Reserve Officers' Training Corps programs are available to UNCG students at North Carolina A. and T. State University (in Greensboro). As a member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

The University will grant credit for certain ROTC courses taken at A&T State University as part of the Consortium arrangement. UNCG students will be awarded elective credit and quality points for junior and senior level ROTC courses completed at A&T State University through the Consortium.

Elective credit shall not exceed eight semester hours for Army ROTC, and twelve hours for Air Force ROTC.

PART-TIME DEGREE STUDENTS

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the standard admissions procedures. Part-time students are those who enroll in less than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency. Part-time degree students may not reside in University housing.

ADULT CONTINUING AND EVENING STUDENTS PROGRAM

The Adult Continuing and Evening Students (ACES) program provides expanded opportunities for adult, non-traditional and returning students who qualify. Several evening degree programs are available for such individuals on a part-time or full-time basis. Many other programs are available during the day. The Office of Adult Continuing and Evening Students will offer assistance in the form of admission processing, registration, and support services. The ACES office is open 8am to 8pm, Monday through Thursday, and 8am to 5pm on Friday. The phone number for the ACES Office is 910/334-5757.

NONTRADITIONAL STUDENTS

Persons who **do not meet traditional entrance requirements** and who have been away from formal school for at least one year may be considered for admission as "nontraditional" students.

Persons who graduated from high school in or after the Spring of 1988 are expected to present the required high school units as listed on pages 13-14. With approval from a member of the Adult Continuing and Evening Students staff, these students may enroll for undergraduate

courses for credit within specified guidelines. Upon successful completion of 15 semester hours and the removal of mathematics deficiencies, the student will be placed in a University classification of freshman through senior (depending upon the number of hours completed). See Chapter 3, **Academic Regulations.**

To apply for acceptance as a nontraditional student, an applicant should do the following:

1. **Complete the UNCG application forms** and return them to the Office of Adult Continuing and Evening Students with the application fee.

2. **Submit official transcripts** from the secondary school attended (and/or General Educational Development equivalency scores) and from any postsecondary institutions previously attended, including summer school and extension.

3. **Submit discharge papers (DD 214)** from the armed services if applicable.

4. **Schedule a preadmissions conference** with an advisor in the Office of Adult Continuing and Evening Students.

Applicants will be notified of action taken as soon as possible. They should confirm their intention to enroll by completing the "intent to enroll" card and returning it to the Office of Adult Continuing and Evening Students by May 1 (if admitted before April 1) or within four weeks from the date of acceptance. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, students must submit a medical report form supplied in the **Enrollment Handbook.**

UNCLASSIFIED ADMISSIONS

Students who do not wish to pursue an **undergraduate degree** at this time may apply through the Office of Adult Continuing and Evening Students to be an "unclassified" student.

To apply as an unclassified student, an applicant should fill out an undergraduate application in its entirety - including the application fee - and return it to the Office of Adult Continuing and Evening Students. Former UNCG students are not eligible for this program but must apply as former students (see above).

An applicant admitted through the unclassified category will be permitted to take no more than 7 semester hours of credit per term and is not eligible for any kind of University financial aid. An applicant who has previously attended another college must be eligible to return to that institution. If the student desires to be considered for degree-seeking status, all records must be submitted to the Office of Adult Continuing and Evening Students and the Unclassified Change Request Form must be completed and signed. At this time the records will be reviewed to determine if the student is eligible to become degree-seeking according to admissions policies. All students will have to meet the University's continuing-in-education requirements as defined in the catalog to be able to continue their academic endeavors.

Students are required to submit a medical report form (in the Enrollment Handbook) with appropriate verification of immunizations. This form must be completed under the conditions established for all admitted students (see "Acceptance", page 15).

SECOND BACCALAUREATE DEGREE STUDENTS

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree should follow the instructions below:

1. Complete the application forms and return them to the **Office of Adult Continuing and Evening Students** with the application fee.

2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

An applicant holding a baccalaureate degree and taking work for credit for other purposes must apply through the Graduate School; *EXCEPTION: second-degree applicants to the Pre-Medical Program should apply through the Office of Adult Continuing and Evening Students.*

ACCELERATED MASTER'S PROGRAMS FOR UNDERGRADUATES

The University of North Carolina at Greensboro is developing a limited number of accelerated programs that will allow qualified freshmen, especially those having Advanced Placement Credit, to earn both a bachelor's and a master's degree in approximately five years. Programs being planned represent two distinct patterns. The first is undergraduate majors who continue to pursue graduate work in the same discipline as their bachelor's degree or secondly, by carefully choosing electives, may choose to complement the undergraduate major with graduate study in another area.

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. For general advising, please consult the Office of Academic Advising and Support Services.

SUMMER SESSION

Students continuing their education at UNCG receive Summer Session registration materials along with Fall registration materials in late March of each year. Continuing students may register for Summer Session in April at the same time they register for the next Fall semester.

New or visiting students planning to attend summer session at UNCG must complete an Application for Summer Session form. A copy of the Summer Session Bulletin and the application form may be obtained in early March by contacting the Office of Summer Session, UNCG, Greensboro, NC 27412-5001 (Telephone 910/334-5416). For more information see page 35.

AUDITING COURSES

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department head and/or instructor. Admission is determined following the close of regular student registration.

Registered Auditors

A currently enrolled student may audit a course upon the written approval of his faculty advisor and the instructor and must register officially for the course. A student paying full tuition and fees may audit one course per semester without additional fee. A registered part-time credit student may not audit more than two courses per semester and is charged a $15.00 fee for each audited course. Fees are payable in full at the time of enrollment.

Persons not officially registered at UNCG who desire a record of enrollment as an auditor should follow regular admission, registration, and fee payment. The fee is $163.50 in-state and $896.50 out-of-state for each course audited.

Visiting Auditors

A person not officially registered at UNCG who desires to audit a course without a record may secure an application form from the Office of Continuing Education. To audit a 600-or 700-level

course, a student must hold a bachelor's degree. Visiting auditors are admitted to lecture courses when space is available with the approval of the department head in consultation with the instructor teaching the course requested. A fee is charged for each course audited.

Graduate Students

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult the **Graduate School Catalog** for admission information. The catalog can be obtained from the University Bookstore, Elliott University Center.

Continuing Education Programs

The Office of Continuing Education offers programs for extension credit, professional development, and non-credit personal enrichment. Those who register for these special programs need not apply to the University for admission to a degree program. Registration is handled by the Office of Continuing Education.

Senior Citizens

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free *on a space available basis.* The availability of course space is determined by the Registrar at the close of registration for any given semester.

Chapter 3
Academic Regulations

The Academic Honor Policy

All work undertaken for academic credit at UNCG is governed by the Academic Honor Policy, which provides that all study be carried out in good faith and with due regard for the integrity of the learning process. Students, faculty and staff are responsible for ensuring that learning proceeds uncompromised by breaches of academic integrity and for ensuring that the Academic Honor Policy is recognized as the imperative governing all academic work at the University. Specific provisions of the Academic Honor Policy are stated in Appendix A II of the **UNCG Student Handbook.**

Orientation

New students are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation coordinates these programs to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration for classes along with tours of the campus, informal discussion groups with faculty members, and general information sessions facilitated by upperclass students. French, Latin and Spanish language and mathematics placement tests are given at this time.

Students entering UNCG in the fall semester are invited to participate in a summer program, called **Step Ahead,** which occurs the latter part of June, and a fall program which takes place a few days prior to the beginning of classes in August. Likewise, orientation programs are planned for students entering in January, a few days prior to the onset of classes for the spring semester.

Registration

Freshman and transfer students register for courses after the completion of their orientation programs. Dates are given in the University Calendar, pp. 2-3.

Former, special, or unclassified students receive registration notices by mail specifying a particular date to report for registration.

Continuing students, those enrolled in UNCG who are returning for another semester of work, may register at the end of one semester for the next semester. The student's registration card must be signed by the student's faculty advisor. Continuing students eligible to register who do not do so, will be required to pay a late registration fee. Registration dates for each semester are published in the University Calendar, pp. 2-3, and in each semester's Schedule of Courses booklet.

Academic Advising and Support Services

The Office of Academic Advising and Support Services coordinates academic advising for undergraduate students and administers undergraduate regulations.

The Director of the Office of Academic Advising and Support Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the

staff in the Office of Academic Advising and Support Services. If a student, because of extenuating circumstances, wishes to have a regulation set aside, he/she should petition to the Director on an Academic Policy Petition form. These forms may be obtained in the Office of Academic Advising and Support Services, 159 Mossman Building.

Each student is assigned a faculty advisor. Students are expected to meet with their advisor during registration periods and whenever the student needs advice in selecting courses and assistance in planning an individual program of study. Some departments and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve as a complement to the faculty advising program.

A staff of academic advisors is available in the Office of Academic Advising and Support Services from 8 a.m. to 8 p.m., Monday through Thursday, and from 8 a.m. to 5 p.m. Friday to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Please refer to page 355 for a description of services offered by the office.

Office of Extended Evening Services

The Office of Extended Evening Services (EES) is located at 159 Mossman Building (the Office of Academic Advising). The office hours are 5 - 8 p.m. Monday through Thursday.

EES provides all services associated with Academic Advising for undergraduate students, as well as limited services for Admissions, Cashier, Financial Aid, Graduate School, Health Center (Immunization Clearance), Registrar, Student Affairs and Traffic Records.

This evening service complements these evening degree programs: Accounting, English, Nursing (RNs only), Management and Marketing, Psychology, and Social Work.

Immediate action can be taken in most situations and follow-up decisions are coordinated to provide quick responses to evening students. Students may also call EES at (910) 334-5730.

Selecting Courses

Course Loads

Undergraduates normally take five courses per semester. Since a majority of courses carry three semester hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 hours per semester. Students may not take more than 19 hours per semester except with the approval of the Director of Academic Advising and Support Services. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Academic Advising and Support Services, to carry a maximum of 21 semester hours of course work. The Academic Policy Petition form is used for such requests and can be obtained in 159 Mossman Building.

A student must be enrolled for a minimum of 12 hours to qualify for full-time certification to any organization and to reside in University housing.

Course Levels

Course level numbers are structured as follows:

100-199—intended primarily for freshmen
200-299—intended primarily for sophomores
300-399—intended primarily for juniors
400-499—intended primarily for seniors
500-599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores

600-749—registration restricted to students who are classified as graduate students
750-799—registration restricted to students admitted to doctoral programs

Adding Courses

Courses may be added to a student's schedule during a one-week period at the beginning of each semester. After the one-week period has passed, a student desiring to add a course must petition for approval from the Director of Academic Advising and Support Services with support from the instructor of the course. Unusual circumstances must be demonstrated.

Dropping Courses

Withdrawal from a course or courses within the first eight weeks of the semester shall be without penalty and hours **shall not be computed** as hours attempted.

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by medical, psychological, or administrative reasons. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines are announced in the **Schedule of Courses** or class syllabi.

The Director of Academic Advising and Support Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with the Director of the Student Health Center or the Director of the Counseling and Testing Center as appropriate, and shall further be responsible for notifying the instructor(s) and the appropriate Director in writing of the Director of Academic Advising's decision in each case. An instructor whose recommendation to the Director is overruled may appeal that decision to the Provost. **Unauthorized withdrawals after the first eight weeks shall be counted as WF and computed in the grade point average.**

The grade **W** indicates that the student either withdrew from the course within the eight-week, no-penalty period or that the student withdrew at a later date for appropriate cause determined by medical, psychological, or administrative reasons.

If a student is enrolled in only one course and drops that course, the student must officially withdraw from the University.

Retroactive Withdrawals (see Retroactive Grade Change on page 33)

Withdrawal from the University

A student wishing to withdraw from the University should follow the official procedure which is initiated in the Office of Academic Advising and Support Services. Withdrawals without penalty for medical or psychological reasons are authorized by the Director of the Student Health Center, the Director of the Counseling and Testing Center, or by the Director of the Office of Academic Advising and Support Services. Withdrawals without penalty for administrative reasons are authorized by the Director of Academic Advising and Support Services. The same policy for assigning **W** or **WF** grades as described above shall apply.

AUDITING COURSES

Regular full-time students may audit courses upon the written approval of their faculty advisor and the instructor. Auditors must register officially for the class. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests and receives no credit for the course.

Registration may not be changed from audit to credit or from credit to audit after the one-week add period ends.

Regulations regarding visiting auditors and part-time auditing students are found on pages 25-26. For auditing fees, see pages 25 and 384.

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.

2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.

3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Grading

Final Course Examinations

Students are required to take a final examination, if one is given, on every course for which they are registered. Exceptions hold for seniors in the Honors Program (see Chapter 5).

No final examinations may be given except during the regular examination period of the semester. According to faculty policy, no test which shall be substituted for the final examination

can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Grades

A grade in a course is based on the quality of the student's classroom and written work throughout the semester. It is not based on the final examination alone. A grade report is sent to each student at the end of the semester by the Registrar.

UNCG uses the following grading system:

A-Excellent. A indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B-Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C-Average. C indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

D-Lowest Passing Grade. D indicates work which falls below the acceptable standards defined as **C** but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F-Failure. F indicates failure that may not be made up except by repeating the course.

I-Incomplete. I indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.

Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned, with the Registrar, and with the Office of Academic Advising and Support Services the student's average grade and the specific work which must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Academic Advising and Support Services.

Removal of Incomplete. An Incomplete may be removed by completion of the deferred work. An Incomplete received during a semester or in summer school must be removed within six months from the last day of examinations in the term in which the course was taken. An Incomplete not removed within this time limit is automatically converted to an **F** by the Registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to **F** at the end of that period of time. When an Incomplete is removed, it may be replaced by **A, B, C, D, F,** or, in certain designated courses, **P, NP, S** or **U.**

S/U - Satisfactory/Unsatisfactory (designated courses only)

P/NP - Passing/Not Passing (designated courses only)

W - Withdrawal

WF - Withdrawal with Failure

WN - Withdrawal Not Passing (in a course graded P/NP)

NC - Audit-No credit given (student registered for course as an auditor.)

Appeals

If a students wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Semester Hour Credits

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which the student has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation. Quality points are calculated into the cumulative grade point average for the first two attempts if the second grade is not an "F". For further information, see below for the Course Repeat Policy.

Grade Points And Grade Point Averages

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour credits attempted and the grades earned.

The formula for calculating grade points follows: For each hour of **A,** 4 grade points; of **B,** 3 grade points; of **C,** 2 grade points; of **D,** 1 grade point; of **F** or **WF,** no grade points. Effective Fall 1991, plus and minus grades can be assigned for undergraduates, but do not affect the GPA.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second **F** or **WF** in the same course is not used in computing the grade point average. Courses graded on the **P/NP** or **S/U** basis and courses transferred from another institution (except those courses taken through the Consortium) **may not be used** in determining the UNCG grade point average. MAT 100 **does not count toward graduation** and therefore is **not** calculated in a student's GPA.

Repeated Courses/Grade Forgiveness

Commencing with the Fall Semester 1992, UNCG undergraduates are allowed to benefit from retaking a UNCG course because "quality points will be calculated as the average of the first two attempts". The new policy is stated below:

> Except for courses with specific provision in the course description for repeated credit, a course may be repeated for a better grade. Such course is subject to the following regulations: (1) credit hours for the course will count only one time in the total hours for the degree, and (2) quality points will be calculated as the average of the first two attempts.

It is important to note that the second "F" or "WF" policy stated above takes precedence over this policy. The repeated grade must be a "D" or above before it is calculated as the second attempt and averaged into the grade point average.

Some undergraduate courses at UNCG are only offered on a Pass/Not Pass basis, such as Spanish 101B and French 101B. Grade forgiveness of SPA 101A or FRE 101A through repetition of the course is therefore not possible because of the P/NP policy and departmental restrictions. Course descriptions in this Bulletin will identify courses which are graded on a P/NP basis, and which therefore cannot be repeated for a letter grade.

Dean's List

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List.

Students who earn a grade point average of 3.5 or better and who have no grade below "C" for the semester will be placed on the Dean's List. The list is compiled at the end of each semester or when a grade change is procesed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor.

Classification of Students

Undergraduate students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed.

Sophomore: Completion of 24 semester hours.

Junior: Completion of 51 semester hours.

Senior: Completion of 84 semester hours.

Retroactive Grade Change

A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors, **a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances.** No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor's department head and by the instructor's dean. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Senate may act in place of the instructor in the matter of a retroactive grade change.

A retroactive grade change to a 'W' must meet the preceding conditions and be approved by the Director of Academic Advising and Support Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be informed by Academic Advising and Support Services of how many courses were completed and how many requests for retroactive 'W' are being sought by the student for the semester in question.

CONTINUING AT UNCG

To continue in academic good standing at UNCG, students who have completed all of their work at UNCG must meet the cumulative grade point average presented in the table below. Transfer students must add the semester hours accepted in transfer to the hours attempted at UNCG to determine the cumulative grade point average necessary.

In addition, to meet graduation requirements, a student must present a minimum of 122 semester hours with a minimum cumulative grade point average of 2.00. No more than 168 hours may be attempted toward an undergraduate degree.

Some departments or schools at UNCG require a cumulative grade point average higher than 2.0 for admission to or continuance in a major program. See the department of your choice.

Hours Attempted

24 OR LESS 1.30

25	1.31	49	1.48	73	1.65	97	1.82
26	1.31	50	1.49	74	1.66	98	1.83
27	1.32	51	1.49	75	1.66	99	1.84
28	1.33	52	1.50	76	1.67	100	1.84
29	1.34	53	1.51	77	1.68	101	1.85
30	1.34	54	1.51	78	1.69	102	1.86
31	1.35	55	1.52	79	1.69	103	1.86
32	1.36	56	1.53	80	1.70	104	1.87
33	1.36	57	1.54	81	1.71	105	1.88
34	1.37	58	1.54	82	1.71	106	1.89
35	1.38	59	1.55	83	1.72	107	1.89
36	1.39	60	1.56	84	1.73	108	1.90
37	1.39	61	1.56	85	1.74	109	1.91
38	1.40	62	1.57	86	1.74	110	1.91
39	1.41	63	1.58	87	1.75	111	1.92
40	1.41	64	1.59	88	1.76	112	1.93
41	1.42	65	1.59	89	1.76	113	1.94
42	1.43	66	1.60	90	1.77	114	1.94
43	1.44	67	1.61	91	1.78	115	1.95
44	1.44	68	1.61	92	1.79	116	1.96
45	1.45	69	1.62	93	1.79	117	1.96
46	1.46	70	1.63	94	1.80	118	1.97
47	1.46	71	1.64	95	1.81	119	1.98
48	1.47	72	1.64	96	1.81	120	1.99
						121	1.99

122 OR MORE 2.00

Academic Probation

A student whose cumulative grade point average is below that required is placed on academic probation. Failure to restore the required grade point average in one semester will result in academic suspension. Summer School enrollment may be used as an additional opportunity to regain academic good standing.

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether or not they are on academic probation.

Removal of Academic Suspension

After at least one semester of academic suspension for failure to meet the minimum grade point average, a student may apply for readmission. (Summer School is not considered a semester for removal of academic suspension purposes.) If readmitted, the student will be placed on academic probation. Failure to meet the terms of this new academic probation period in one semester will again result in academic suspension.

UNCG reserves the right to deny enrollment of any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Academic Appeals

The Director of Academic Advising and Support Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the UNCG catalog. The student should consult the Office of Academic Advising and Support Services for information concerning the appeal process.

Credit Regulations

Summer Session Credits

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of Academic Advising and Support Services.

Students may enroll for no more than 14 semester hours during the entire Summer Session (two terms) unless permitted to take an increased load by the Director of Academic Advising and Support Services. Students will normally not be permitted to enroll for more than one semester hour of credit per week.

Transfer Credit

No more than 64 semester hours may be accepted in transfer from two-year institutions. Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of an 2 + 2 Articulation Agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

Extension or Correspondence Credit

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

Non-Credit Courses Available.

English 100 and Mathematics 100 are offered for beginning students who need a transition course between their high school curriculum and entering the credit course work for a degree. No credit toward graduation is given for either English 100 or Mathematics 100.

UNCG students may not earn credit toward graduation for German 101 or Russian 101 unless they also complete German 102 and Russian 102.

Physical Education Credit Limit Policy.

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

PLACEMENT EXAMINATIONS

Placement tests are given every summer during orientation (*STEP AHEAD*) and every semester during the advising and registration period. They are administered by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests on French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

French, Latin, and Spanish Placement Tests

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students admitted with a two-unit language deficiency need not take the test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG.

Mathematics Placement Tests

Placement tests in mathematics are mandatory for all freshman students and for all upperclass students who wish to take a college-level math course for the first time.

All degree programs currently require at least one mathematics course and may identify a specific one or more.

If you were admitted with a mathematics deficiency in algebra and/or geometry, you must remove the deficiency even though your area of study at UNCG may not require mathematics. Any college-level mathematics course will remove the deficiency.

The table below indicates the appropriate placement in mathematics courses:

Mathematics placement test score:	Student may enroll in:
Below 7	MAT 100*, MAT 112*, CSC 101*
7-9	STA 108, MAT 100, MAT 112, CSC 101
10-19	MAT 119, CSC 130 or STA 108, MAT 100, MAT 112, CSC 101
20-30	MAT 120, MAT 191, MAT 121 or STA 108, MAT 100, MAT 112, MAT 119, CSC 101, CSC 130

** MAT 100, MAT 112, and CSC 101 do not require a placement test score. However, any student who enrolls in a higher level mathematics course must have the appropriate placement test score or a grade of at least a C in the appropriate prerequisite course. MAT 112, STA 108, and CSC 101 do not prepare a student for MAT 119.* **MAT 100 does not count as credit toward graduation nor in your GPA.**

Placement Without Credit

Students with exceptional ability are encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavors.

Examinations for placement without credit will be administered by the departments or schools concerned. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the students in preparing for the examination.

Passing an examination of this type will not alter the number of hours required in that area or subject. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

In all cases where requirements of prerequisites are waived, by placement examination or other means, this fact should be reported in writing by the appropriate department head to the Office of Academic Advising and Support Services and should be entered on the student's record.

Special Examination for Credit

In exceptional circumstances, students may attempt to establish academic credit through a Special Examination upon the recommendation of the department or school and under the supervision of the Director of Academic Advising and Support Services.

Only those courses which are designated by the department or school may be credited by special examination. The department or school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the Director of Academic Advising and Support Services with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 semester hours may be earned toward graduation by this procedure. The School of Nursing has a special exemption to present 30 semester hours by the Special Examination Program (see School of Nursing). Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

AVERAGE TIME TO GRADUATION

Many factors effect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so many lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to insure that they meet the criteria.

GRADUATION

At the beginning of the semester or summer session in which graduation is expected, students must officially apply for graduation to the Registrar. Fulfillment of all requirements for the degree applied for as well as official application for the degree are the student's responsibilities.

Academic Requirements

Candidates for a degree must satisfy all of the specific requirements of UNCG and of the School/College and department in which they major. They must present for graduation the specific number of hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken.

At least 36 of the total semester hours for the degree must be at the 300-level or above.

Residence Requirements

All students are expected to take their last year in residence at UNCG, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Director of Academic Advising and Support Services, students may take 15 of their last 60 hours at another approved institution.

All students must complete at least 30 semester hours in residence at UNCG for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNCG are considered residence credit. However, credit earned by special examination is not considered residence credit.

Time Requirements

Students must meet the University/College of Arts and Sciences Liberal Education Requirements for graduation as stated in the UNCG Undergraduate Bulletin for the year they began college-level work in an accredited post-secondary institution, or any subsequent year while they are enrolled.

Students must complete all degree requirements within seven years or must meet more current ones. The seven year catalog life applies to the University/College Liberal Education Requirements. Deans, however, reserve the authority to require that students meet the departmental requirements in force when the student declares or is formally admitted to a School/College major.

Application for Graduation

All undergraduate students are required to file an **application for graduation** in the Registrar's Office at the beginning of the semester in which they plan to graduate. This application is required for processing the final degree audit and for ordering diplomas. The deadline dates for filing are published each year in the University Calendar and in each semester's Schedule of Courses booklet. **The deadlines for undergraduates filing for the 1994-95 academic year are:**

- Friday, October 7, 1994 for those graduating in December 1994
- Friday, January 20, 1995 for those graduating in May 1995
- Friday, June 30, 1995 for those graduating in Summer (August) 1995

Undergraduates who do not file applications for graduation by the published deadlines may petition to the Director of Academic Advising and Support Services for an exemption. However, **only extremely unusual circumstances warrant exceptions to these deadlines** as notification of the candidates for graduation must be submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

Graduation with Honors

The designation of graduation with honors is based on all courses (including the last semester's work) for which grades and grade points are given. Any senior is eligible for honors who at the end of the senior year has completed at least 45 hours of work in residence at UNCG. This does not include hours for which credit and grade points have been received by special examinations.

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor)
- achievement of a minimum grade point average of 3.90

Magna cum laude (with great honor)
- achievement of a minimum grade point average of 3.70

Cum laude (with honor)
- achievement of a minimum grade point average of 3.50

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the Summer Session or by the end of the fall semester are encouraged to participate in the December Convocation and/or the following May Commencement.

Only those students whose degree requirements are completed by the end of the spring semester are authorized to participate in the May Commencement ceremony.

Students who do not apply for May graduation before the published deadline, or who do not complete degree requirements before the date designated in the University Calendar for final clearance, may apply for graduation in August or December and may participate in the December Convocation and/or the **following** May Commencement.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

Other Regulations

Dual Registration: Undergraduate and Graduate

Any senior who is required to take less than 12 semester hours of work in the last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Graduate Office, the student's faculty advisor, and the Director of Academic Advising and Support Services. The total load may not exceed 12 hours including undergraduate credit.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 30 hours in residence beyond requirements for the first degree must be completed.

Chapter 4
Academic Programs

Undergraduate Programs

UNCG offers six undergraduate degrees:

BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
BSMT	Bachelor of Science in Medical Technology
BSN	Bachelor of Science in Nursing

A bachelor's degree from UNCG is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:

a. Liberal education	45	semester hours (minimum)
b. Major subject and related areas	60	semester hours (maximum)
c. Electives	17	semester hours (minimum)
	122	

2. A grade point average on the hours attempted of not less than 2.0
3. At least 36 semester hours of courses at the 300 level or above.
4. Residence at UNCG for the last 30 semester hours

The College of Arts and Sciences and each of the six professional schools — Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing — have structured their individual degree programs to comply with this all-University degree framework.

Students who are undecided about their major are considered to be enrolled in the College of Arts and Sciences and should follow the College requirements (see pp. 53-54). Satisfying these requirements permits a student to pursue a major either in Arts and Sciences or in one of the professional schools.

Studies leading to the baccalaureate degree are offered in the programs listed on the following pages.

AVERAGE TIME TO GRADUATION

Many factors effect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so many lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to ensure that they meet the criteria.

CHANGES IN DEGREE REQUIREMENTS AND OTHER REGULATIONS

The University reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

Areas of Study	Department/Division
The College of Arts and Sciences	
(degree is Bachelor of Arts unless otherwise stated)	
Acting (BFA)	Communication & Theatre
African American Studies (minor)	Special Programs in Liberal Studies
*Anthropology	Anthropology
Archaeology	Special Programs in Liberal Studies
Art (Studio)	Art
*Art Education I - General (BFA)	Art
*Art Education II - Studio Art (BFA)	Art
Art History	Art
*Biology (BA, BS)	Biology
Biopsychology	co-sponsored by Biology & Psychology
Biotechnology	Biology
*Chemistry (BA, BS)	Chemistry
Christianity, Study in (minor)	Special Programs in Liberal Studies
Classical Archaeology	Classical Studies
Classical Civilization	Classical Studies
Classical Studies (minor)	Classical Studies

* *Teacher Education program is available in this area*

Communication Studies	Communication & Theatre
Computer Science (BS)	Mathematics
Design (BFA)	Art
Design and Technical Theatre (BFA)	Communication & Theatre
Drama (BA, BFA)	Communication & Theatre
*Education of the Deaf (BS)	Communication & Theatre
Educational Interpreter (BS)	Communication & Theatre
English	English
*English — High School Teaching	English
Environmental Biology	Biology
*French	Romance Languages
General Speech	Communication and Theatre
*Geography	Geography
*German	German & Russian
Gerontology (2nd major and minor)	Special Programs in Liberal Studies
Greek Language and Literature	Classical Studies
*History	History
History and Philosophy of Science	Special Programs in Liberal Studies
International Business Studies	Special Programs in Liberal Studies
International Studies	Special Programs in Liberal Studies
*Latin Language and Literature	Classical Studies
Linguistics	Special Programs in Liberal Studies
*Mathematics (BA, BS)	Mathematics
Media Studies	Communication & Theatre
Museum Studies	Art
Organizational Communication	Communication & Theatre
Painting (BFA)	Art
Philosophy	Philosophy
*Physics (BA, BS)	Physics & Astronomy
*Political Science	Political Science
*Psychology	Psychology
Religious Studies	Religious Studies
Russian Studies	Special Programs in Liberal Studies
Sculpture (BFA)	Art
*Sociology	Sociology
*Spanish	Romance Languages
*Speech Communication	Communication & Theatre
Speech Pathology and Audiology (BS)	Communication & Theatre
Statistics	Mathematics
*Theatre Arts	Communication & Theatre
Women's Studies	Special Programs in Liberal Studies

Joseph M. Bryan School of Business and Economics

(degree is Bachelor of Science unless otherwise stated)

Accounting	Accounting
Business Administration	Bryan School Departments
*Business Education	Business & Marketing Teacher Education
*Business Education/Information Processing	Business & Marketing Teacher Education

** Teacher Education program is available in this area*

*Economics (BA, BS)	Economics
Finance, Insurance and Real Estate	Finance
Human Resources	Management & Marketing
Information Systems	Information Systems & Operations Management
International Business Studies	co-sponsored with Special Programs in Liberal Studies
Management	Management & Marketing
*Marketing Education	Business & Marketing Teacher Education
Marketing	Management & Marketing
Merchandising Management	Management & Marketing
Office Systems Administration	Information Systems & Operations Management
Operations Management	Information Systems & Operations Management

School of Education

(degree is Bachelor of Science)

*Elementary Education (K-6)	Curriculum and Instruction
*Middle Grades Education (6-9)	Curriculum and Instruction

School of Health and Human Performance

(degree is Bachelor of Science unless otherwise stated)

Dance (BA, BFA)	Dance
*Dance Teacher Education	Dance
Health Education - Community Health Education	Public Health Education
*Health Education - School Health Education	Public Health Education
Exercise Science and Sports Studies	Exercise and Sport Science
*Physical Education Teacher Education	Exercise and Sport Science
Leisure Services Management	Leisure Studies
Therapeutic Recreation	Leisure Studies
Travel, Tourism, and Commercial Recreation	Leisure Studies

School of Human Environmental Sciences

(degree is Bachelor of Science)

Adult Dev. and Aging in the Family	Human Dev. & Family Std.
Child and Adolescent Dev. in the Family	Human Dev. & Family Std.
*Developmental Foundations in Preschool Education	Human Dev. & Family Std.
Dietetics	Food, Nutrition, & Food Service Mgt.
Home Economics in Business and Community Services	Human Dev. & Family Std.
Interior Design	Housing & Interior Design
Nutrition Science	Food, Nutrition, & Food Service Mgt.
Restaurant and Institution Management	Food, Nutrition, & Food Service Mgt.
Social Work	Social Work
*Social Work - Certification in School Social Work	Social Work
Textile Products Marketing	Clothing & Textiles
Textile Products Design	Clothing & Textiles

** Teacher Education program is available in this area*

School of Music

(degree is Bachelor of Music unless stated otherwise)

General Music (BA)
Music History (BA)
Performance
Performance: Jazz Studies
Composition
*Choral/General Music Education
*Instrumental Music Education

School of Nursing

(degree is Bachelor of Science in Nursing)

Nursing

Special Programs in Liberal Studies (College of Arts and Sciences)

(degree is Bachelor of Arts unless stated otherwise)

Major Concentration

Archaeology
Gerontology (second major only)
History and Philosophy of Science
International Business Studies (BS)
International Studies:
    Area 1, 2, or 3 (second majors only)
    European Studies (second major only)
Linguistics
Russian Studies
Student-designed majors (e.g., Environmental Studies)
Women's Studies

Minor Concentration

All concentrations in which majors are listed plus:
    African American Studies
    Christianity, Study in
    International Studies: African Studies, Asian Studies

Other Programs

Freshman Seminars
Honors Program
Medical Technology (BSMT)
Preprofessional Programs in
    Dentistry
    Engineering
    Law
    Medicine
    Pharmacy
    Physical Therapy
    Veterinary Medicine
Plan II
Residential College
Study Abroad

** Teacher Education program is available in this area*

ALL-UNIVERSITY LIBERAL EDUCATION REQUIREMENTS (AULER)

Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions Fall 1991 and later must meet All-University Liberal Education Requirements (AULER). Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions prior to Fall 1991 may be entitled to complete pre-1991 liberal education requirements. These students should consult with the Office of Academic Advising and Support Services to determine their options and to obtain a list of courses approved to meet pre-AULER requirements.

Forty-five semester hours of course work comprise a **minimal** core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the areas described on the following page.

Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Undergraduate Studies Committee (College of Arts and Sciences), the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing **breadth** of coverage rather than **depth** of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All undergraduate degree programs have AULER requirements. With few exceptions, the full 45 semester hours are required. Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. Such exceptions are clearly shown in the descriptions of these special professional programs. **In addition, programs in the College of Arts and Sciences may exceed the requirements in several categories. These differences are noted in the appropriate description of College/School requirements for a particular program.**

The list of courses which satisfy AULER may be modified from time to time. The student's advisor is an additional sources of information on the status of courses which currently meet the requirements.

The table on the following page provides a brief description of each Liberal Education Requirement Area as well as indicating the number of semester hours which are required in that area. A complete list of currently approved AULER courses follows the table.

All-University Liberal Education Requirements by Areas	Semester Hours
1. Analytic and Evaluative Studies A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. British or American Literature A study of selected major works of prose and poetry written in Britain or the United States.	3
3. Fine Arts A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3
4. Historical Perspectives on Western Culture A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3
5. Mathematics A study of major concepts, theories, methods, and applications of the mathematical sciences.	3
6. Natural Science A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6
7. Non-Western Studies A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. Reasoning and Discourse Training in reasoning well, reading critically, writing cogently, or speaking persuasively.	6
9. Social and Behavioral Sciences A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6
10. World Literature A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. Electives Six additional hours in a foreign language* at any level or from any of the areas specified above.	6
Total Semester Hours Required by AULER	45

***NOTE:** Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study at the intermediate college level.

Approved AULER Courses

As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BL, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

Approved AULER Courses by Area	Required Semester Hours
Analytic and Evaluative Studies (AE)	3
Anthropology 213, 360	
Freshman Seminar in Analytic and Evaluative Studies 106	
History 311, 360, 366	
Honors 208	
Philosophy 111, 119, 121, 220, 231, 259	
Political Science 105	
Religion 104, 107, 108, 110, 207, 228, 309, 331, 335, 365	
Residential College Core 108, 109, 208, 209	
Women's Studies 350	
British or American Literature (BL)	3
Communication and Theatre 320	
English 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341	
Freshman Seminar in British or American Literature 110	
Honors 205a	
Residential College Core 108, 109, 208, 209	
Fine Arts (FA)	3
Art 100, 101, 323	
Communication and Theatre 121, 171, 221, 250, 323, 582	
Dance 100, 200, 201, 202, 323	
Freshman Seminar in Fine Arts 105	
Honors 205c	
Music 214, 241, 323	
Historical Perspectives on Western Culture (HP)	3
African American Studies 100	
Classical Civilization 201, 202, 211, 212, 323	
Communication and Theatre 205	
Freshman Seminar in Historical Perspectives on Western Culture 101, 102	
History 211, 212, 220, 221, 222, 223, 251, 252, 301, 302, 335, 336, 357, 368, 369, 373, 374, 397	
Philosophy 251, 252	
Religion 131, 202, 204, 210	
Residential College Core 108, 109, 208, 209	
Western Civilization 101, 102	
Mathematics (MT)	3
Mathematics 112, 119, 120, 121, 191	
Statistics 108	
Natural Science (NS)	6
Anthropology 253, 331	
Biology 105, 111, 112	
Chemistry 103, 104, 106, 110, 111, 112, 114, 115	
Clothing and Textiles 211	
Food and Nutrition 213	

Freshman Seminar in Natural Science 104, 104L
Geography 103, 111, 111L, 311, 311L, 314, 314L
Honors 207a, 207b
Physics 101, 102, 203, 209, 235, 291, 292, 305
Psychology 223, 223L

Non-Western Studies (NW) 3
Anthropology 100, 325, 330, 333, 335, 337, 345
Clothing and Textiles 121
Communication and Theatre 586
Freshman Seminar in Non-Western Studies 109
Geography 104, 114, 303
History 203, 204, 215, 216, 239, 240, 361, 377, 381, 383, 384, 385, 386, 389
International Studies 233A
Music 343
Political Science 290, 391
Religion 111, 211, 218, 219, 220, 221, 225, 351
Sociology 242, 300
Women's Studies 333

Reasoning and Discourse (RD) 6
English 101 or Freshman Seminar in Reasoning and Discourse 103
or Residential College 101 **and** one of the following courses:
Communication and Theatre 105, 231, 341
English 102, 223, 301
Philosophy 115, 211

Social and Behavioral Sciences (SB) 6
African American Studies 210
Anthropology 201, 212, 258
Communication and Theatre 106, 240
Economics 101, 201, 202
Exercise and Sport Science 330
Freshman Seminar in Social and Behavioral Science 108
Geography 105, 202, 301, 344
Health 360
Honors 206
Human Development and Family Studies 211, 212, 302
Political Science 200, 210, 240, 260
Psychology 221, 312, 341, 345
Residential College Core 108, 109, 208, 209
Sociology 201, 211, 222, 232
Social Work 311

World Literature (WL) 3
Classical Civilization 205, 305, 306, 321, 324, 325
English 201, 202, 315, 371
Freshman Seminar in World Literature 107
French 222, 303, 307, 308
German 217, 218, 221
Honors 205b
Italian 222
Religion 315
Russian 201, 202, 313, 315, 316
Spanish 222, 305, 306

Electives 6

Six additional hours from any of the areas specified above or in a foreign language at any level.

Total Semester Hours Required 45

Additional degree requirements have been established by the College of Arts and Sciences. Students who are undecided as to a major as well as those majoring in anthropology, art, biology, chemistry, communication and theatre, English, French, geography, German, Greek, history, interdepartmental studies, Latin, mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, sociology, and Spanish are affected by these requirements. For these students the liberal education requirements total 54-55 hours, and are described in detail on pages 53-54. Students who satisfy the College requirements will also satisfy the All-University requirements.

Major Requirements

Each school or department establishes the course requirements for each major program, concentrations within a major, and related-area requirements.

Special Curriculum Option (Plan II)

For students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own courses of study in consultation with appropriate faculty.

Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved. Developing a program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II in the Office of Academic Advising and Support Services prior to registering for their last 45 hours. Required steps have been adopted by the Undergraduate Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that should be followed:

1. Consult with the Director of Academic Advising and Support Services regarding general requirements and procedures. All general University requirements must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Have the proposal approved by a representative of the Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Academic Advising and Support Services. Other modifications require the full process outlined.

GUIDE TO COURSE DESCRIPTIONS

In the following pages, the academic programs and course offerings of the University are set forth. Unless a notation appears in the course description to the contrary, the course is usually offered each year.

Regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Provost. If enrollment does not justify continuation of a class, the class may not be offered.

Each course description is represented by a three-letter symbol (indicating the department or program within which the course is taken) and a three-digit number. After each course title are two (or three) numbers separated by colons which indicate credit, class, and laboratory hours. Letters which follow the course description indicate which requirements the course satisfies. All these symbols are explained on page 52 under "Hours".

PROGRAM AND COURSE SCHEDULE SYMBOLS

ACC	Accounting
AFS	African American Studies
ATY	Anthropology
ART	Art
BIO	Biology
BME	Business & Marketing Education
BUS	Business Administration
CHE	Chemistry
CCI	Classical Civilization
CTX	Clothing & Textiles
CED	Counseling & Educational Development
COM	Communication & Theatre
CSC	Computer Science
CUI	Curriculum and Instruction
DCE	Dance
ECO	Economics
ELC	Educational Leadership and Cultural Foundations
ENG	English
ERM	Educational Research Methodology
ESS	Exercise and Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FNS	Food, Nutrition, & Food Service Management
FRE	French
GEO	Geography
GER	German
GRO	Gerontology
GRK	Greek
HEA	Health
HIS	History
HEB	Home Economics in Education & Business
HSS	Honors Program
HID	Housing & Interior Design
HDF	Human Development & Family Studies
ISM	Information Systems & Operations Management
INS	International Studies
ITA	Italian
LAT	Latin
LES	Leisure Studies
LIS	Library & Information Studies
MGT	Management and Marketing
MAT	Mathematics
MBA	Business Administration
MLS	Liberal Studies
MUS	Music
NUR	Nursing
PHI	Philosophy
PHY	Physics and Astronomy
PSC	Political Science
PSY	Psychology
REL	Religious Studies
RCO	Residential College
RUS	Russian
SWK	Social Work
SOC	Sociology
SPA	Spanish
STA	Statistics
WCV	Western Civilization
WMS	Women's Studies

Course Numbers and Levels

Courses numbered 100-199 are primarily for freshmen and sophomores; 200-299, primarily for sophomores; 300-399, primarily for juniors and seniors; 400-499, open to seniors; 500-599, open only to advanced undergraduate students (juniors and seniors) and graduate students; 600-749, open only to graduate students; 750-799, open only to doctoral candidates. Course descriptions for graduate-level courses are printed in the **Graduate School Catalog.**

Course Credit Hours

The first of the figures enclosed in parentheses immediately following the course title indicates the number of semester hour credits given for the course. The second and third figures indicate the number of lecture and laboratory hours, respectively, normally scheduled each week for one semester in the course. For example, (3:2:3) means the course carries three semester hour credits and meets for two lecture hours and three laboratory hours each week. A class period is 50 minutes. Graduate courses and certain other courses may have only one figure enclosed in parentheses. For such courses the figure indicates the number of semester hours credit given. When only one or two figures appear in the parentheses, there are no laboratory or studio hour requirements.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

Course Prerequisites

Prerequisites for a course are indicated in the course description by "Pr." followed by appropriate requirements which must be met before that course may be taken.

All-University Liberal Education Requirement Abbreviations (AULER)

[AE], [BL], [FA], [HP], [MT], [NS], [NW], [RD],[SB], [WL] . Courses approved as meeting requirements in the general areas of knowledge are indicated by one (or more) of the following abbreviations in brackets at the end of the course description: AE-Analytic and Evaluative Studies; BL-British or American Literature; FA-Fine Arts; HP-Historical Perspectives on Western Culture; MT-Mathematics; NS-Natural Science; NW-Non-Western Studies; RD-Reasoning and Discourse; SB-Social and Behavioral Sciences; WL-World Literature.

College of Arts and Sciences Liberal Education Requirement Abbreviations (CLER)

[CAE], [CBL], [CFA], [CFL], [CHP/CPM], [CHP/CMO], [CLS], [CMT], [CNW],[CPS], [CRD], [CSB], [CWL] . Courses approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the above abbreviations in brackets at the end of the course description: CAE - Analytic and Evaluative Studies; CBL - British or American Literature; CFA - Fine Arts; CFL - Foreign Language; CHP/CPM - Historical Perspectives on Western Culture, Pre-Modern; CHP/CMO - Historical Perspectives on Western Culture, Modern; CLS - Life Science; CMT - Mathematics; CNW - Nonwestern Studies; CPS - Physical Science; CRD - Reasoning and Discourse; CSB - Social and Behavioral Sciences; CWL - World Literature.

Frequency of Offering

Many courses listed in this Bulletin reflect the semester(s) in which they are offered. This information is indicated in parentheses at the end of the course description as follows: course usually offered both Fall and Spring semesters - (FA,SP); course usually offered in either Fall or Spring semester - (FA/SP); course usually offered Fall only - (FA); course usually offered Spring only - (SP); course usually offered summer session only - (SU). The terms "even" and "odd" refer to courses that are usually offered only in odd or even years.

THE COLLEGE OF ARTS AND SCIENCES

105 Foust Building

Walter H. Beale, Professor and Dean of the College
Timothy D. Johnston, Professor and Associate Dean
Susan C. Shelmerdine, Associate Professor and Associate Dean
Sheila Schurer, Assistant to the Dean

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Chemistry, Classical Studies, Communication and Theatre, English, Geography, German and Russian, History, Mathematics, Philosophy, Physics and Astronomy, Political Science, Psychology, Religious Studies, Romance Languages, and Sociology. It also includes the Residential College and the Center for Critical Inquiry in the Liberal Arts, which sponsors such cross-disciplinary programs as Special Programs in Liberal Studies, the Honors Program and Freshman Seminars. The basic undergraduate degree of the College is the Bachelor of Arts, traditionally a liberal arts degree. While other degrees offered by the College (Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Fine Arts) contain professional and technical studies, they are primarily programs in the liberal arts.

Through its faculty, courses, and programs, the College of Arts and Sciences encourages intellectual inquiry and development of the knowledge and skills that enable critical examination of traditions and assumptions. A liberal education prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College requirements build upon the All University Liberal Education Requirements (AULER) (see p. 47).

COLLEGE REQUIREMENTS

Included in the list below are the College requirements that differ from AULER along with the designated courses that meet those requirements.

1. **Writing-Intensive Courses**

   To emphasize the importance of writing both as an essential skill and as a tool for learning, **the College requires** students to take four Writing-Intensive courses.

   a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and at least one in the department or program of the student's primary major.

   b. Students transferring to UNCG as sophomores are required to take three Writing-Intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors are required to take two Writing-Intensive courses.

      NOTE: Writing-Intensive courses may also meet AULER, College, or major requirements.

   Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

The Writing-Intensive courses offered each semester are designated by a "W" in the printed semester **Schedule of Courses.**

College Requirements by Area	Semester Hours
2. Analytic and Evaluative Studies (CAE)	3
3. British or American Literature (CBL)	3
4. Fine Arts (CFA)	3
5. Historical Perspectives on Western Culture	6

Six hours required, including one course from each category:

a. Pre-Modern (CPM) (3 hours)

CCI 201, 202, 211, 212, 323; FMS 101; HIS 220, 221, 251, 357, 368, 369, 373; PHI 251; REL 202, 204, 210; WCV 101

b. Modern (CMO) (3 hours)

AFS 100; COM 205; FMS 102; HIS 211, 212, 222, 223, 252, 301, 302, 335, 336, 374, 397; PHI 252; REL 131; WCV 102

6. Mathematics (CMT)	3
7. Natural Science	9-10

Nine to ten hours required including one laboratory course (indicated by an asterisk), and at least one course from each category:

a. Physical Science (CPS) (3-7 hours)

CHE 103, 104, 106, 110*, 111, 112*, 114, 115*, FMS 104, 104L*; GEO 103, 111, 111L*, 311, 311L*, 314, 314L*; HSS 207a[1]; PHY 101*, 102*, 203, 209, 235, 291*, 292*, 305*

b. Life Science (CLS) (3-7 hours)

ATY 253*, 331; BIO 111*, 112*, 105, FMS 104, 104L*; FNS 213; HSS 207b[1]; PSY 223, 223L*

Note: 1. Students may not take both PSY 223 and PSY 221 for credit
2. FMS 104 may carry either CPS or CLS credit; check with advisor or Registrar

8. Non-Western Studies (CNW)	3
9. Reasoning and Discourse (CRD)	6
10. Social and Behavioral Sciences (CSB)	9

Nine hours required: three courses from three different departments

11. World Literature (CWL)	3
12. Foreign Language (CFL)	6 or proficiency

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing coursework (through course number 204*) in: French, German, Greek, Italian, Latin, Russian, Spanish.

*In German, proficiency may also be demonstrated by completing GER 311.

Non-native speakers of English are exempted from the College foreign language requirement.

All students in the College must fulfill the foregoing College Requirements. A course in the major may be used to satisfy College liberal education requirements.

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

[1] Honors Program courses; see pp. 328-330 for details and requirements.

Major Requirements

Candidates for the bachelor's degree may count a maximum of 60 semester hours in the major subject and related areas toward the degree. A course cross-listed in the major department must be taken within the major and counts toward the total hours in the major.

Minor Requirements

Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. In general, a minor requires 15 to 21 hours in a department or area with no more than 8 hours at the 100 level and no fewer than 9 hours taken at UNCG.

Second Majors

A student may take a second major in conjunction with the first major. This program requires a minimum of 24 semester hours in each of two approved majors. All requirements of each major must be met; hours from the second major can be applied toward the University-wide distribution requirements (AULER). A student with a first major outside the College who chooses a second major in one of the College departments is required to complete all of the departmental requirements for the second major but need not satisfy the College liberal education requirements. In the case of transfer students, at least 12 hours in each major must be taken at UNCG. Students wishing to complete a second major should contact the Office of the Director of Academic Advising and Support Services so that an advisor can be appointed in each major.

Special Academic Programs (see Chapter 5)

Freshman Seminars
Honors Program
Medical Technology
Plan II
Preprofessional Programs
Residential College
Special Programs in Liberal Studies
Study Abroad
Teacher Education

Student-Designed Interdisciplinary Major (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is an option available to students whose academic goals are not adequately served by any major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting the SDIM option must satisfy all College Liberal Education Requirements and meet all University academic regulations. The option may not be used as a way of circumventing the requirements of an established major and SDIM Plans (see below) that constitute only minor changes to an existing major will not be approved. An SDIM Plan must represent a coherent academic program of study, not simply a collection of courses assembled to enable a student to obtain a degree.

The procedure for requesting approval of an SDIM is as follows:

1. A faculty member in the College must agree to serve as the student's advisor and to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue a SDIM, but is unsure which faculty to ask to serve as his or her advisor, should consult initially with the Associate Dean of the College (Timothy D. Johnston, Room 100, Foust Building).
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
   (1) a brief paragraph describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;
   (2) a list of courses (minimum of 24 credits) that will constitute the major;
   (3) either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the College's Liberal Education, foreign language, and writing-intensive requirements.

   The student's advisor should ensure that courses included in the Plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.
3. The Plan is initially submitted to the Associate Dean of the College for review. The Associate Dean will ensure that the Plan meets all the requirements noted above and will send copies of the approved Plan to the student, the major advisor, and the Office of Academic Advising and Support Services.
4. A student planning to graduate with a SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 credit hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of Academic Advising and Support Services. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the Plan than one that was originally included.

Department of Anthropology

426 Graham Building

Willie L. Baber, Professor and Head of Department

Professors Bartel, Fitzgerald, Helms, Mountjoy; Assistant Professors Coleman, McIrvin, Sandford; Lecturers Bogdan, Bruner

Anthropology is a broad discipline which includes physical anthropology — the study of humans as biological animals; cultural anthropology — the study of humankind in a cultural perspective; archaeology — the recovery and interpretation of ancient human biological and cultural remains; and linguistics — the study of language in culture and society.

The undergraduate major provides extensive training in all four areas. Non-western societies are studied both as a way of understanding our own society and as a laboratory by which the dynamics of culture and its constituent parts can be comprehended. The biological and cultural evolution of humans is explored through investigation of ancient remains and comparisons with our closest animal relatives - the primates.

Careers in anthropology depend in great measure upon training beyond the B.A. degree. Most anthropologists are employed in universities and colleges where they combine research and teaching. There is, however, a growing demand for anthropologists in government agencies and business. In such settings, the knowledge which they have can be applied to the solution of human problems.

A number of anthropology courses carry both All-University (AULER) Area credit and College of Arts and Sciences (CLER) credit as outlined below.

ATY 213 and 360	Analytic and Evaluative Studies (AE and CAE)
ATY 253 and 331	Natural Science (NS) and Life Science (CLS)
ATY 100, 325, 330, 333, 335, 337, 345	Non-Western Studies (NW and CNW)
ATY 201, 212, and 258	Social and Behavioral Science (SB and CSB)

Two courses (ATY 385 and 387) may be used by students with a hearing impairment or communication disability to satisfy the College foreign language requirement.

Anthropology Major (Bachelor of Arts)

Required: 122 semester hours

The **Anthropology Major** provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, biological anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education and more specialized advanced study.

Majors who are interested in obtaining certification to teach social studies in North Carolina secondary schools through their anthropology program should consult their department advisor. Also see the **Teacher Certification in Social Studies** section of this catalog (p. 355).

Departmental courses are offered within a four-semester sequence to facilitate students meeting requirements for the major within a two-year period. Students should begin to schedule required courses for the major at the earliest opportunity, preferably prior to the junior year.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in anthropology above the 100-level to include the following courses:

1. ATY 213, 253, 360, 387, 411
2. Six additional hours above the 300 level
3. Electives to complete the degree requirements

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

Courses according to interest and in consultation with major advisor. Selected courses in the following disciplines are particularly recommended for anthropology majors: classical studies, geography, history, philosophy, religious studies, sociology, biology, psychology, communications.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

ANTHROPOLOGY MINOR

A minimum of 15 semester hours in anthropology selected from the following courses:

ATY 212, 213, 253, 360, 387, 411.

ANTHROPOLOGY COURSES (ATY)

For Undergraduates

100 Contemporary Non-Western Cultures (3:3). A survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today. Freshmen only. *[NW, CNW].*

201 Man in Nature (3:3). Anthropology's answers to the question, "What is Man?" A basic understanding of the human condition, i.e., man and his place in nature. Anthropology and human problems. *[SB, CSB].*

212 General Anthropology (3:3). Survey of general anthropology. Includes an inquiry into human origins, prehistory and comparative study of culture. Open to freshmen. *[SB, CSB].*

213 Cultural Anthropology (3:3). "Cultural anthropology" attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics. *[AE, CAE].*

253 Introduction to Physical Anthropology (3:2:3). Study of human biological variation and evolution; includes contrasting non-human primate traits, fossil man, population genetics of racial formation, individual growth and development and human engineering. *[NS, CLS].*

258 **World Prehistory (3:3).** Development of culture from its paleolithic beginnings through the rise of early civilizations. *[SB, CSB].*

325 **Race and Culture Contact in the Caribbean (3:3).** Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change and identity. *[NW, CNW].*

330 **Cultures of North American Indians (3:3).** Ways of life, both aboriginal and contemporary, of indigenous people of North America. *[NW, CNW].*

331 **Human Variation (3:3).** Physical differences within and between human populations: their source and effect. *[NS, CLS].*

333 **Latin American Societies and Cultures (3:3).** Tribal and peasant groups with special emphasis on their place in contemporary Latin America. *[NW, CNW].*

335 **Cultures of Africa (3:3).** Study of the peoples of Africa emphasizing family organization, religion, political organization, languages and urbanism. Includes a study of African novelists. *[NW, CNW].*

337 **Cultures of the Pacific (3:3).** Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. *[NW, CNW].*

345 **Comparative Political Systems in the Non-Western World (3:3).** Investigation of political systems in nonindustrial and non-Western societies. Emphasis on leadership and the political control of demographic, economic and ideological factors in native societies of the Americas, Africa and Asia. *[NW, CNW].*

348 **Man and the Future (3:3).** Role of anthropology in understanding human problems of today and tomorrow. Emphasis on the sociocultural dimension of human problems and their solutions.

357 **Monkeys, Apes, and Humans (3:3).** An overview of primatology — the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.

360 **Modern Archaeology (3:3).** Analysis and evaluation of methods, theories and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology and ethics. *[AE, CAE].*

362 **Archaeology of the Eastern United States (3:3).** Investigation of Indian cultural development in the United States from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina as a part of the East. Involves some field trips and/or laboratory experience.

378 **Historical Archaeology Field Techniques (3:0:6).** Archaeological excavation of historic period sties. Techniques of excavation, recording, surveying, and artifact analysis.

385 **Language and Culture (3:3).** A survey of verbal and nonverbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art and language learning.

387 **Modern Linguistics (3:3).** Systematic investigation of the general properties of language, the universal properties found in all languages, and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English.

411 **History of Anthropological Theory (3:3).** Developments in history of anthropology and study of culture leading to the emergence of anthropology as a scientific field.

477 **Field Methods in Cultural Anthropology (3:3).** Review and discussion of major methodological principles and techniques used in anthropology.

478 **Field Methods in Archaeology (3:3).** Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation. Pr. consent of instructor.

479 **Analysis of Archaeological Data (3:3).** Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis) with stress on ecological interpretation. Pr. consent of instructor.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

497, 498 **Special Problems in Anthropology (1 to 3), (1 to 3).** Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom student wishes to work.

For Advanced Undergraduates and Graduate Students

501, 502 **Selected Topics in Anthropology (3:3), (3:3).** Opportunity for advanced students to study in depth topic or issue of special interest. Pr. major in anthropology or consent of instructor.

520 **Economic Anthropology (3:3).** An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change. Pr. 212, 213, or 3 hours of social science.

524 **Applied Anthropology (3:3).** Application of anthropological method and theory in situations of directed sociocultural change.

529 **Culture Change (3:3).** Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages.

531 **Latin American Culture (3:3).** Development of Latin American culture, its characteristics, variations, and significance. Directed especially toward present and future teachers. Not open for credit to graduate students in anthropology.

533 **Archaeology of Mexico (3:3).** Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztec and Maya) and relationships with adjacent areas. Pr. consent of instructor.

543 **Anthropological Perspectives on Homosexuality (3:3).** Critical examination of sociocultural dimensions of homosexuality in both nonindustrial and industrial societies, with concentration on American culture.

547 **Belief and Value Systems (3:3).** Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

550 **Anthropological Examination of Sex Roles (3:3).** Nature and variations in sex roles, emphasizing female roles. Biological and sociocultural determinants of role differences.

553 **Human Identification (3:2:3).** Anthropological study of aspects of the human body that includes identification of individual bone and fragments, sex differences, age changes in bone and teeth, dermatoglyphics, ABO blood groups, paleopathology, and somatology of living individuals. Pr. 253 or 3 hours of biological science.

555 **Human Evolution (3:3).** Biological and cultural evolution of humans from prehuman forms. Pr. 253 or 3 hours of biological science.

557 **Primate Behavior (3:3).** An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report. Pr. 253 or consent of instructor.

559 **Disease and Nutrition in Ancient Populations (3:3).** Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology. Analysis of mummified material, and chemical methods of dietary reconstruction. Pr. 253 or FNS 213 or 3 hours of biological science.

560 **Anthropology and the Teaching of World Studies (3:3).** Concept of culture as a foundation for teaching about cultures. Related anthropological concepts and their significance for social studies. Objectives in teaching world studies. Anthropological materials and resources for social studies teacher. Not open to undergraduate majors in anthropology.

563 **Educational Anthropology (3:3).** Contemporary educational events (systems of cultural transmission) viewed in cross-cultural perspective. Includes case studies of educational systems and practices.

571 **Ethnographic Methods (3:3).** A guide to the conduct of ethnographic research; an introduction to culture theory, the elements or research design, data collection and analysis, and the sociological significance of an interpretative paradigm. Pr. graduate status or advanced undergraduate in Anthropology, Geography, History, Political Science, or Sociology.

576 Culture and Personality (3:3). Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

583 Culture and Society (3:3). Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context. Not open for credit to anthropology majors. May not be taken for credit by students who have received credit for ATY 213.

585 Social Dialects (3:3). Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

587 Foundations of Linguistic Theory (3:3). An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included. Pr. consent of instructor.

597, 598 Special Problems in Anthropology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work.

For Graduate Students Only

601, 602 Seminars in Anthropological Analysis (3), (3).

611 Pro Seminar I in Anthropology (3).

612 Pro Seminar II in Anthropology (3).

Department of Art

162 McIver Building

Porter Aichele, Associate Professor and Head of Department

Professors Collins, Goldstein; Associate Professors Doren, Gottsegen, Kotani, Laymon, Lee, Maggio, Martin, Rice, Wasserboehr; Assistant Professors Gerhart, Kelleher, Kellman

The Department of Art offers the following degree programs:

B.F.A., art major, concentrations in art education I & II, design, painting, and sculpture

B. A., art major, concentrations in art history, museum studies, and studio art

M.Ed., art major

M.F.A., studio art major, with or without teacher certification

The department believes that at the undergraduate level students are best served by a liberal university education with a specialization in art. Specialized degree programs emphasize the traditional disciplines of painting, sculpture, design, art history, and art education. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

Freshmen art majors are encouraged to contact Academic Advising and request a faculty advisor in the Art Department. Courses recommended for freshmen vary according to the degree program.

Courses in drawing, painting, and sculpture in the 20's, 30's, and 50's series emphasize working from observation. Still life, landscapes, interior environments, and the human figure are the primary sources of study from which students work toward developing basic artistic/observational skills. Courses in design and the crafts in the 40's, 70's and 80 to 84 series focus on the inherent systemic logic or functional requirements of works of art.

The faculty includes artists and historians of acknowledged accomplishment in their areas of specialization. All members of the faculty teach at the undergraduate level in well-equipped facilities on the north side of McIver Building and in the Cone Art Building.

The Weatherspoon Gallery, housed in the Cone Art Building, sponsors a program of exhibitions and lectures that complement the Art Department's curriculum.

Art Major (Bachelor of Fine Arts)

Required: 128 semester hours, including 36 at the 300-level or above

Concentrations in

- Design (including Ceramics, Fiber Crafts, and Photography)
- Painting (including Drawing and Printmaking)
- Sculpture

The B.F.A. program allows a more intense concentration in studio work than is available in a B.A. program. This concentration is gained by extending the program for the equivalent of one summer session. Because of the number of required courses, junior transfers cannot expect to complete a B.F.A. program in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees in the Art Department are required to complete the AULER requirements as listed below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from the four upper-level art history courses required of studio majors.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core Courses for all Concentrations

1. ART 100 or 101
2. Four art history courses above 100 level
3. Art 120, 140, 150, 220, 221
4. ART 498 and 499 to be taken in the senior year

Design Concentration

1. ART 120, 140, 150, 220, 221, 240, 285, 347
2. Advanced design courses from those numbered in 40's, 70's or 80's: 10 semester hours
3. ART 498 and 499. Independent Study projects should be in graphic design, ceramics, fiber crafts, photography, or another appropriate area of design specialization.
4. Art or related electives: 8 semester hours

Painting Concentration

1. ART 120, 140, 150, 220, 221, 231, 232, 335, 337
2. Printmaking: 4 semester hours
3. ART 498 and 499. Independent Study projects must be in painting, drawing, or printmaking.
4. Art or related electives: 8 semester hours

Sculpture Concentration

1. ART 120, 140, 150, 220, 221, 252, 253, 353, 355, 356
2. Art 498 and 499. Independent Study projects must be in sculpture.
3. Art or related electives: 8 semester hours

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

ART MAJOR (BACHELOR OF FINE ARTS)

Required: 128 semester hours, including 36 at the 300-level or above

Concentrations in

- Art Education I
- Art Education II

All studio art students who seek teacher certification in art must take a BFA under one of two concentrations: Art Education I offers academic breadth, Art Education II offers concentration in a studio discipline. Junior transfers cannot expect to complete these programs in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees with a concentration in Art Education are required to complete the AULER requirements as listed below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from upper-level art courses.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Art Education I (General Art) Concentration

1. ART 100 or 101
2. Four additional courses in Art History above the 100 level
3. ART 120, 140, 150, 220, 221
4. Painting, Design: 2 semester hours in each
5. Crafts: 6 semester hours
6. Art or related electives: 7 semester hours
7. Art Education courses: 360 (junior year); 363, 365, 463 and 465 (senior year)
8. Concentration in one studio area (Design, Painting or Sculpture) of 9 semester hours above the 100-level.

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 7
2. Independent Study in ART 498, 499 or approved substitutes: 4 semester hours
3. Single studio specialization, including at least 4 semester hours of independent studio (ART 498, 499 or approved substitute) in this specialty: 10 semester hours

Related Area Requirements
(See **Teacher Education** in Chapter 5 for full explanation.)

1. AULER requirements as identified within each major
3. HEA 201
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Admission to Student Teaching:

During the junior year students must apply for admission to the student teaching semester. Art Education methods courses 363 and 365 are prerequisites to student teaching and are taken in the fall semester of the senior year. Student Teaching 463 and 465 are taken in the spring semester.

Student teaching admission requirements include the following:

1. Speech screening and medical clearance
2. Grade point average of at least 2.7
3. Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
4. Completion of 12 semester hours following admission to teacher education
5. Evidence of teaching readiness competencies as set and evaluated by the department.

ART MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours, including 36 at the 300-level or above

Concentrations in

- Art History
- Studio Art
- Museum Studies

The **Art History Concentration** is an academic, liberal arts program with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a Ph.D. program after graduation. In preparation for doctoral work, they should acquire a fluent reading knowledge of two foreign languages; German and French are usually recommended.

The **Studio Concentration** combines a liberal arts education with the development of studio skills.

The **Museum Studies Concentration** offers specialized courses in curatorial projects and other museum functions. Students are encouraged to make use of the resources in the Weatherspoon Gallery.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

In addition to meeting the All-University Liberal Education Requirements (AULER), students in BA art programs must satisfy College of Arts and Sciences (CLER) requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 33 semester hours in art, depending on concentration

Art History Concentration

1. ART 100 or 101, 201, 202, 203, 204
2. Studio Art: 6 semester hours
3. Art History above the 200 level: 12-24 semester hours.

Studio Art Concentration

1. ART 100 or 101
2. Two courses from ART 120, 140, 150
3. Art History above the 100 level: 12 semester hours
4. Studio Art above the 100 level: 12-24 semester hours
5. Enrollment in independent study courses (optional for qualified students)

Museum Studies Concentration

1. ART 100 or 101, 201 or 202, 203 and 204
2. Two courses frm ART 120, 140, 150
3. 15 additional semester hours of Art History, Studio Art, or approved related electives above the 100 level
4. ART 590 (taken in the junior year)
5. ART 400
6. ART 401 or ART 393 or HIS 545a or b

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

ART MINOR

An Art Minor requires 15-19 semester hours of studio and/or art history courses. A Minor in Art History requires 3 hours in ART 100 or 101 and 12 additional hours of 200-level or above art history courses. A Minor in Studio Art requires 3 hours in ART 100 or 101 and core studio courses ART 120, 140, 150, 220, 221.

ART COURSES (ART)

Art courses are listed under the following headings: Studio, Art History, Art Education, and Museum Studies

STUDIO Courses

For Undergraduates

120 Drawing and Pictorial Composition (4:2:6). Basic course in principles and practice of drawing in various media and principles of pictorial composition. (FA,SP)

140 Design I (4:2:6). Basic course in fundamentals of design. Work in two and three dimensions. (FA,SP)

150 Clay Modeling (4:2:6). General course in preparation, designing, and modeling in clay. (FA,SP)

190 Introduction to Studio Art (3:1:4). Basic course for non-art majors. Simplified studio projects in image making and system construction in two and three dimensions. Lecture on project-related masterpieces each week. Not open to art majors. (FA,SP)

220 **Drawing and Pictorial Composition II (2:1:3).** Continuation of 120. Pr. 120. (FA,SP)

221 **Life Drawing I (2:1:3).** Figure drawing from the model. Pr. 220. (FA,SP)

222 **Mechanical Drawing (2:1:3).** Basic information and skills required to produce and read working drawings and plans.

223 **Perspective (2:1:3).** Linear perspective and its application in various media.

225 **Serigraphy I (2:1:3).** Silk screen stencil techniques as a printmaking medium. Pr. 120 or 140. (Not offered every year.)

226 **Woodcut and Wood Engraving (2:1:3).** Woodblock relief techniques as a printmaking medium. Pr. 120 or 140. (Not offered every year.)

228 **Etching I (2:1:3).** Intaglio techniques as a printmaking medium. Pr. 120 or 140. (FA,SP)

229 **Lithography I (2:1:3).** Planographic techniques as a printmaking medium. Pr. 120 or 140. (FA,SP)

231 **Techniques of Painting (2:1:3).** Materials and characteristic processes of major techniques. Pr. 120. (FA)

232 **Painting I (2:1:3).** Basic painting course. Pr. 120.

240 **Design II (2:1:3).** Continuation of 140 with special emphasis on advanced standards of execution. Pr. 140. (FA,SP)

242 **Letters, Signs and Symbols (2:1:3).** Letter forms, signs and symbols as configurations for design study. Pr. 140.

252 **Techniques of Sculpture (2:1:3).** Tools, materials and characteristic processes of major techniques. Pr. 150.

253 **Sculpture I (2:1:3).** Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structure in space. Pr. 252.

271 **Fiber Crafts I (2:1:3).** Fibers and yarns used in woven structures. Preparation of looms and basic weaving techniques. Pr. 140 or HID 112 or permission of instructor.

273 **Fabric Crafts I (2:1:3).** Study of fabric surface design and fabric structures using tie dye, batik, quilting and 3D form construction. Pr. 140 or HID 112 or consent of instructor.

275 **Metal Crafts I (2:1:3).** Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting. Pr. 140 or 150.

281 **Ceramics I (2:1:3).** Basic course with emphasis on handbuilt forms. (FA,SP)

285 **Photography I (3:1:6).** Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required. Pr. 140, 190, or permission of instructor. (FA,SP)

287 **Photographic Perception (2:1:3).** Designed to enhance visual awareness. Photographic vision, perception and language investigated. Lecture-discussion; problem solving through field and studio exercises with frequent critiques. Photographer and sitter roles explored through feedback. Pr. access to a Polaroid camera.

320 **Drawing Exploration (2:1:3).** Introduction to descriptive and expressive drawing for the general student with no previous training in art. Not open to students who have previously earned credit for 120.

321 **Life Drawing II (2:1:3).** Continuation of 221. May be repeated for credit with consent of instructor and department head. Pr. 221. (FA,SP)

323 **The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama and music. (Same as COM 323, DCE 323, MUS 323.) *[FA, CFA].*

328 **Watercolor Painting (2:1:3).** Special techniques and pictorial problems of transparent paint media. Pr. 120, 220.

335 **Painting II (4:2:6).** Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 and 232.

337 **Painting III (4:2:6).** Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development. Pr. 335.

342 **Graphic Design with a Computer (2:1:3).** Introduction to using a computer for graphic design and drawing. Emphasis on studio problems and applications. Pr. 140 or permission of instructor.

343 **Techniques of Structures (4:2:6).** Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials. Pr. 240.

345 **Three-Dimensional Design (2:1:3).** Development of three-dimensional systems as objects and as environments. Pr. 10 s.h. of studio art including 140.

346 **Kinetic Design (2:1:3).** Motion and time sequence in two-dimensional and three-dimensional design. Pr. 10 s.h. hours of studio art including 140.

347 **Color Theory (2:1:3).** Major color theories and systems. Projects using properties of color in pigments, transparencies and projected light. Pr. 140. (FA,SP)

348 **Metal Sculpture (2:1:3).** Studio course in noncast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium. Pr. 252.

353 **Metal Casting (4:2:6).** Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes. Pr. 253 or permission of instructor.

355 **Sculpture II (4:2:6).** The study of the human form with emphasis on the demonstration of a sound understanding of the articulation of the figure in space. Pr. 252 and 253.

356 **Sculpture III (4:2:6).** Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression. Pr. 355.

371 **Fiber Crafts II (2:1:3).** Continuation of 271 loom weaving including pattern drafting. Introduction of off-loom techniques. Pr. 271 or consent of instructor.

372 **Surface Design/Fabric Printing (2:1:3).** Introduction to pattern design and to the basic block printing and silkscreen printing processes appropriate for the fabric surface. Pr. 140.

373 **Design Methods for the Crafts (4:2:6).** Sources of and approaches to crafts design with materials such as wood, fiber, metal and paper. Exploration of sources of design in natural and manmade worlds. Recommended for Art Education majors. Pr. 100 or 101, 140, or consent of instructor.

375 **Metal Crafts II (2:1:3).** Advanced work in techniques required to make jewelry and small art objects from copper, brass, precious metals. Pr. 275.

381 **Ceramics II (2:1:3).** Wheel-thrown forms; glazing and decorating techniques. Pr. 281 or consent of instructor. (FA,SP)

382 **Ceramic Glaze Techniques (2:1:3).** Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. Pr. 281. (SP)

385 **Photography II (3:1:6).** Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers. Pr. 285 or portfolio and permission of instructor.

387 **Color Photography (3:3).** An introduction to the basic processes used to produce color photographs and to an understanding of color photography as art. Pr. 285.

428 **Etching II (2:1:3).** Continuation of 228. May be repeated for credit with consent of instructor or department head. Pr. 228. (FA,SP)

429 **Lithography II (2:1:3).** Continuation of 229. May be repeated for credit with consent of instructor or department head. Pr. 229.

439 **Painting: Selected Media (2:1:3).** Special techniques and pictorial problems of various paint media. Pr. 120, 220.

440 **Book Illustration (4:2:6).** Execution and composition of illustrations in black and white and color of children's books, classical and contemporary literature, textbooks and poetry. Work in pen and ink, watercolor and oil. Pr. 220, 221, or approval of instructor. (Formerly ART 420)

446 **Graphic Design (4:2:6).** Problems characteristic of the professional practice of graphic design. For advanced students. Pr. 12 s.h. of design or its equivalent or permission of instructor. Not offered every year.

471 **Fiber Crafts III (4:2:6).** Advanced studies in floor loom and off-loom fiber arts. Pr. 140, 271, 371 or consent of instructor.

481 **Ceramics III (2:1:3).** Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing. Pr. 281, 381. **(FA)**

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

496 **Special Problems, Studio (2).** Independent studio work adjusted to needs and interests of individual student. May be repeated for credit with consent of department head. Pr. prior approval of supervising instructor required. (FA,SP)

498, 499 **Independent Study (4), (4).** Students will complete work demonstrating technical accomplishment and self-motivation. 498: sessions on portfolio presentation and preparation. 499: sequence of work for juried senior show. Either

course may be repeated once for credit with approval of department head, but may not be taken concurrently. Pr. senior status and permission of instructor. NOTE: Credit for 498, 499 will become (2), (2) for seniors in Fall 1995. (FA,SP)

For Advanced Undergraduates and Graduate Students

520 Anatomy for the Artist (3:2:2). Visual analysis of the human form with an emphasis on the skeleto-muscular system. Pr. ART 150 or permission of instructor.

525 Advanced Metal Casting (4:2:6). Advanced theory and practice of metal casting. Pr. 353 or permission of instructor.

531 Painting (4:1:8). Theories, methods and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.

535 Variable Topics in Painting (4:2:6). Practice and study of traditional and contemporary methods of painting in a variety of media and genres. May be repeated when topic varies. Pr. advanced undergraduate or graduate standing.

ART HISTORY Courses

For Undergraduates

100 Introduction to Art (3:3). Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture. *[FA, CFA].* (FA,SP)

101 Survey of Western Art (3:3). Major artists and periods starting with the ancient world through current times. *[FA, CFA].* (FA,SP)

200 History of Western Architecture (3:3). Architecture in Europe and the U.S.A. from ancient Greece to the present.

201 Ancient Art (3:3). Art and architecture of Egypt, Greece and Rome until 337 A.D.

202 Medieval Art (3:3). Art and architecture of Europe from Early Christian times through the late Gothic period ca. 1400 A.D.

203 Renaissance through Rococo (3:3). Visual arts of Europe during the Renaissance, Mannerist, Baroque and Rococo periods. (FA)

204 Modern Art (3:3). Visual arts in the West from ca. 1790 to the present. (SP)

300 Greek Art (3:3). Architecture, sculpture, and vase painting from ca. 1000 B.C. to the end of the Hellenistic period. Pr. 100 or 101 or 201.

301 Early Medieval Art (3:3). Early medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic), Carolingian, Ottonian and Anglo-Saxon works. Pr. 100 or 101 or 202.

302 Romanesque Art (3:3). Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D.: architecture, sculpture, manuscript illumination and mural painting. Pr. 100 or 101 or 202.

303 Gothic Art (3:3). Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination and mural painting. Pr. 100 or 101 or 202.

304 Italian Renaissance Art (3:3). Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture. Pr. 100 or 101 and 203 or consent of instructor. (FA)

305 Northern Renaissance Art (3:3). Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized. Pr. 100 or 101 or 203.

306 Baroque Art (3:3). Seventeenth-century art in Europe: painting, sculpture, architecture and landscape architecture. Pr. 100 or 101 and 203 or consent of instructor. (SP)

307 European Art in the Eighteenth Century (3:3). A survey of European art media, practice, theory, and issues surrounding patronage during the century. Pr. 100 or 101 and 203 or consent of instructor.

308 European Art in the Nineteenth Century (3:3). Painting, sculpture, and architecture from 1800 to 1900. Pr. 100 or 101 and 204 or consent of instructor.

309 Architecture in the Twentieth Century (3:3). The components of style, theory, structure and material as embodied in the architecture of the century. Pr. 100 or 101 or 200.

310 American Art (3:3). Historical development of art in the United States including the colonial period. Painting and architecture emphasized. Pr. 100 or 101.

311 Early Twentieth-Century Art (3:3). Painting, sculpture, architecture and other media from 1900 to World War II. Pr. 100 or 101 and 204 or consent of instructor.

312 Late Twentieth-Century Art (3:3). Traditional and new media in the last half of the century. Pr. 100 or 101 and 204 or consent of instructor.

400 **Special Problems, Art History and Criticism (3:3).** Directed program of reading and research. Pr. 15 semester hours of art history and criticism and approval of instructor.

418 **History of Photography (3:3).** A lecture course in the exploration of the photographic image, how it was produced, how it has evolved and the work of the photographers who make it an art. Pr. Art 100 or 101 or permission of the instructor.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 **Traditions of Art Criticism (3:3).** A study of the major critical traditions from the Italian Renaissance to the present, aiming to define the role of criticism in the production and reception of works of art. Pr. junior standing or graduate status.

501 **Topics in the History of Art (3:3).** Special topics in the history of art, ancient to modern. May be repeated when topic varies. Pr. junior standing or graduate status.

ART EDUCATION Courses

For Undergraduates

360 **Foundations of Art Education (3:2:1).** An introduction to the art theoretical and philosophical foundations for Art Education K-12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching. Pr. junior standing.

363 **Curriculum and Teaching Methods in the Elementary School (3:2:2).** Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall. For art education majors only. Pr. consent of instructor, 360. (Counts as Art credit.)

365 **Curriculum and Teaching Methods in the Secondary School (3:2:2).** Aims, philosophy and curricula of art education in the secondary school; selection, preparation and use of teaching materials. Pr. 18 semester hours of art, 360. (Counts as Art credit.)

367 **Child Art and Teaching (2:1:3).** An introduction to the theoretical and philosophical foundations for Art Education (K-8), including hands-on experience with school art media. Not open to Art Education majors. Pr. junior standing.

463 **Student Teaching in the Elementary School (6:1:10).** Supervised student teaching at the elementary school level. Pr. senior standing with 2.7 GPA or above; CUI 450, ART 363, 365.

465 **Student Teaching in the Secondary School (6:1:10).** Supervised student teaching at the secondary school level. Pr. senior standing with 2.7 GPA; CUI 450, ART 363, 365.

For Advanced Undergraduates and Graduate Students

563 **Trends and Teaching in Art: Special Populations (3:2:1).** Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional or community settings. Pr. completion of 363, student teaching, or equivalent or consent of instructor.

565 **Issues in Art Education (3:3).** Exploration of issues in art or education which affect the teaching of art. May be repeated once for credit when topics vary. Pr. graduate status or consent of instructor.

MUSEUM STUDIES Courses

For Undergraduates

393 **Practicum in Art Careers (1).** Practicum experience for art majors for developing career goals and skills. May be repeated for credit. Pr. sophomore standing.

401 **Special Problems: Museum Studies (3:3).** Directed program of reading, research or curatorial projects in the Weatherspoon Art Gallery and other museums. Pr. 15 hours art history/criticism and approval of instructor.

For Advanced Undergraduates and Graduate Students

590 **Museum Studies (3:3).** A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education and curatorial activities. Pr. junior standing and permission of instructor.

Art Courses For Graduate Students Only

600 **Writing Art Criticism (3:3).**

601 **Public Art (3:3).**

602 **The Teaching of Art from Vasari to Albers (3:3).**

603 **Expressionism (3:3).**

604 Realism (3:3).
605 Perspectives in Contemporary Art (3:3).
606 A Study of the Artist (3:3).
618 Topics in the History of Art (3:3).
619 Research Problems in Art History, Art Criticism (3).
620 Drawing (4:2:6).
626 Woodcut and Wood Engraving (4:2:6).
627 Lithography (4:2:6).
628 Etching (4:2:6).
629 Studio Problems in Drawing, Painting, or Printmaking (4).
631, 632 Painting and Drawing (2:1:3), (2:1:3).
633, 634 Painting and Drawing (4:2:6), (4:2:6).
635 Variable Topics in Painting (4:2:6).
636, 637 Painting Research Seminar (4:2:6), (4:2:6).
641 Design (4:2:6).
649 Studio Problems in Design (4).
655, 656 Sculpture (2:1:3), (2:1:3).
657, 658 Sculpture (4:2:6), (4:2:6).
659 Studio Problems, Sculpture (4).
663 Practicum: Schools, Museums, or Other Settings (3).
665 Art Education (3:3).
669 Special Problems in Art Education (3).
672 Fiber Arts (4:2:6).
682 Ceramics (4:2:6).
685 Photography (4:2:6).
690 Experimentation and Analysis: Studio Arts (3:1:6).
699 Thesis (2 to 6).
711 Experimental Course: Drawing Marathon (2).
800 Graduate Registration. (0).
801 Graduate Registration. (0).

Department of Biology

312 Eberhart Building

Robert E. Gatten, Jr., Professor and Head of Department

Professors Bates, Lutz; Associate Professors Cannon, Hendrickson, Kirchoff, Lacey, Lombardi, McCrady, Stavn; Assistant Professors Henrich, Katula, Leise, Lepri, Rublee; Instructors J. Curtis, Patrick; Lecturers Horton, Pelli, Randall, Somers

Adjunct Faculty: *Adjunct Associate Professor Hicks, Adjunct Assistant Professors Anderson, Baldi, Bever, Kelly*

The Department of Biology has a strong commitment to teaching at both the undergraduate and graduate levels. Recipients of undergraduate biology degrees find employment in a wide range of fields and are well-prepared for further study in graduate school and in health-related professions such as medicine, dentistry, and veterinary medicine. Writing-intensive courses and laboratory classes help develop communication and research skills. Additionally, the department supports an active Biology Club, which provides students with a source of friends who have common interests.

The department's tradition of excellence in education is complemented by a faculty actively engaged in research in areas ranging from molecular biology and biochemistry to ecology and evolution. Students are encouraged to gain research experience through independent study with a faculty mentor.

Biology Major (Bachelor of Arts)

Required: 122 semester hours

The Department offers a full range of courses leading to the B.A. degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. Research is a major component of faculty activity. Both study and laboratory facilities are available to advanced undergraduates.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students may take a maximum of 60 semester hours of Biology and related area courses, including courses at the 100-level. Students must have a 2.0 or above in all Biology courses.

Biology Core Courses

In meeting this requirement for hours above the 100-level, all majors must complete the following core courses:

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392

4. Diversity: one of the following: BIO 322, 341, 354, or 370

BIO 302, 356, and 393 are also strongly recommended.

Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 114, 115
2. MAT 121 or 191

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354
2. MAT 191, 292
3. STA 271, or 571 and 571L
4. PHY 101, 102

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Transfer Credit

Credit for courses above the 100-level is transferred as Biology elective credit only. To attempt to establish transfer credit for Biology courses above the 100-level, students should contact the head of the Department of Biology.

Teacher Education Requirements

Secondary Subject-Area Certification in Biology

Undergraduates seeking secondary teacher certification in biology must satisfy the requirements for the B.A. degree in Biology and must also complete Geography 103, Mathematics 121, and Physics 305. See additional information in this catalog under the subject of Teacher Education in Chapter 5.

Students seeking admission to the UNCG Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 semester hours in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A biology course grade point average of at least 2.5 for biology courses completed at UNCG.

Students already admitted to the UNCG Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 semester hours of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A biology course grade point average of at least 2.5 for biology courses completed at UNCG.

Initial "A" Certification

Students with an undergraduate degree who are seeking Initial "A" Certification in Biology must complete the requirements for a B.A. in Biology at UNCG with a biology grade point average of 2.5 or better. Course selection must be completed in consultation with the Head of the Department of Biology. Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any

of those courses can be accepted as meeting some of the requirements for "A" certification in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

Biology Major (Bachelor of Science)

Required: 122 semester hours

NOTE—The Bachelor of Science Major in Biology is currently pending approval by the University of North Carolina General Administration. Contact Dr. Robert Gatten for current status of program.

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and cognate sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The BS candidate will be required to satisfy the following requirements **in addition to** those described for the BA degree:

1. At least one Biology course at the 500-level
2. Organic Chemistry (CHE 351, 352, 354)
3. Calculus I (MAT 191)
4. Either Calculus II (MAT 292) or Statistics (STA 271 or 571 and 571L)
5. General Physics (PHY 101-102 or PHY 291-292)
6. It is recommended that Biological Problems (BIO 499) or Honors Work (BIO 493) be taken for 2 or more credit hours.

Biology Minor

A minimum of 17 hours in biology (including BIO 111 and 112, and at least two Biology Core courses) is required for a minor in biology.

Biology Second Major

A minimum of 24 hours in biology (including BIO 111 and 112, and the Biology Core) and CHE 114 and 115 are required for a second major in Biology.

Concentration in Biology

A total of 24 semester hours in biology (including 111 and 112, and at least three Biology Core courses) is required for a concentration in Biology.

Concentration in Biotechnology

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual and practical aspects of genetic engineering. The concentration is built within the framework of Biology degree requirements.

Basic requirements beyond the Biology Core: BIO 481, 535, 594, 549-Molecular Biology Journal Club (1 hr), 499 (1-3 hrs); CHE 351, 352, 354; PHY 101, 102 or 291, 292; and MAT 191

Strongly recommended: BIO 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of independent study (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

Concentration in Environmental Biology

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions. The concentration is built within the framework of Biology degree requirements.

Basic requirements beyond the Biology Core:

1. BIO 302
2. Two additional courses in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 527, 528, 529, 560, or 579

Additional requirements:

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)
3. At least two of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

Strongly recommended:

CHE 351, 352, 354; PHY 101-102 or 291-292; MAT 191

Biopsychology Second Major

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels.

Basic requirements: BIO 111, 112, 277, 355; CHE 114, 115; MAT 121; and PSY 221, 425, 450, 453.

Additional requirements: a minimum of six additional hours in Biology courses selected from BIO 425, 453, 464, 477, 479, 520, and 575; and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

BIOLOGY COURSES (BIO)

For Undergraduates

105 Major Concepts of Biology (3:3). *For students not planning to take additional biology courses.* Introduction to the major ideas about life including reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of ideas. Students who have prior credit for BIO 101, 102 or BIO 111, 112 may not take BIO 105 for credit. *[NS, CLS].*

106 Plants and Civilization (2:2). Introduction to uses of plants and fungi in human society.

111 Principles of Biology I (4:3:3). Prerequisite for most other biology courses. Lecture and laboratory cover the fundamental principles of biology including the molecular and cellular basis of life, energetics, and homeostasis. Students who have prior credit for BIO 101 or 103 may not take BIO 111 for credit. *[NS, CLS].* (Formerly BIO 101-107)

112 Principles of Biology II (4:3:3). Prerequisite for 300 level courses and above. Continuation of 111. Fundamental principles of biology including cellular and organismic reproduction, genetics, evolution, and ecology. Pr. 111. Students who have prior credit for BIO 102 or 104 may not take BIO 112 for credit. *[NS, CLS].* (Formerly BIO 102-108)

271 Mammalian Anatomy (4:3:3). Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat. Pr. 111.

277 Mammalian Physiology (4:3:3). Human physiology with emphasis on homeostatic mechanisms. Pr. 111 and high school chemistry with grade of C or better.

280 Fundamentals of Microbiology (3:2:4). General survey of microscopic life and its impact on medicine, public health, industry, agriculture and the environment. Recommended for non-biology majors. Credit cannot be received for this course and BIO 481. Pr. 111.

The remaining courses (300-, 400-, 500-, and 600-levels) require the successful completion of BIO 101-102 or 111-112:

301 Principles of Ecology (3:3). Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems stressed. Particular emphasis placed on the many dimensions of interdependence within ecosystems. (FA,SP)

302 Introductory Ecology Laboratory (1:0:4). Laboratory course to accompany BIO 301. Several field trips, including one weekend trip, required. Pr. 301 (may be taken concurrently). (FA)

322 Plant Morphology (3:2:3). Plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat and probable phylogenetic relationships. (FA)

341 Invertebrate Zoology (4:3:3). Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. (SP)

354 Plant Systematics (3:2:3). Introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. (Odd SP)

355 Cell Biology (3:3). Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism studied in relation to cellular structure, membrane function, cell movement, and cytoplasmic compartments. Pr. CHE 114 or equivalent. (FA,SP)

356 Cell Biology Laboratory (1:0:3). Laboratory exercises to complement lecture material of 355. Pr. previous completion of or current enrollment in 355. Withdrawal from 355 requires automatic withdrawal from 356. (FA,SP)

370 Natural History of the Vertebrates (3:2:3). Classification, identification, and phylogeny of all classes of vertebrates, with field work. (FA)

392 Genetics (3:3). Mendelism and modern trends in genetics. (FA,SP)

393 Genetics Laboratory (1:0:4). Laboratory course to complement BIO 392. Exercises employ both classic genetic approaches and modern recombinant DNA technology. Pr. concurrent enrollment in or prior completion of BIO 392.

420 Marine Biology (3:3). An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is

required. Pr. one of the four core courses. (Even SP)

424 Plant Physiology (3:2:3). Physiological processes involved in plant growth and behavior including effect of environmental factors. Pr. 355. (SP)

425 Biological Clocks (3:3). Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health. Pr. one of the four core courses. (Even SP)

430 Biological Evolution (3:3). Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. Pr. 392 and a diversity course. (SP)

431 The Biosphere (3:3). A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction. Pr. 301. (Even FA)

440 Vascular Plant Anatomy (4:3:3). Principles of plant structure and function are studied in lecture and laboratory. Emphasis is placed on structure and evolution of the major tissues of vascular plants. Pr. 392 or a diversity course.

453 Vertebrate Morphogenesis (4:3:3). Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of stages of embryonic development. Pr. 355. (FA)

464 Developmental Biology (4:3:3). A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes. Pr. 355. (SP)

472 Histology (4:3:3). Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes. Pr. 355. (Even FA)

477 Animal Physiology (3:3). Physiology of invertebrates and vertebrates including metabolism, temperature regulation, respiration, blood, circulation, water and ion balance, excretion, and the nervous, sensory, endocrine, and muscular systems. Pr. 355. (Even FA)

479 Neurobiology (3:3). Descriptive overview of chemical transmission in nervous systems from invertebrates to man. Sensory processing, ionic conductance at synapses and axons, neural circuits and pathways in the brain will be analyzed. Pr. 355. (Even FA)

481 General Microbiology (4:3:4). Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 355 or 392. (FA)

483 Introduction to Clinical Pathology (3:2:4). Introduction to profession of medical technology, including major divisions within the field of laboratory medicine. Lectures describe tests to evaluate organ systems, basic pathophysiology-producing abnormalities and evaluation of clinical procedures. Laboratories emphasize basic concepts and evaluation of results of tests discussed in lecture. Pr. 277, and 355 or 392, and CHE 114. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

499 Biological Problems (1 to 3). Individual Studies: Biological research culminating in a written report or an internship. Times by arrangement. May be repeated for up to 6 hours credit with departmental permission. Pr. two core courses and consent of instructor.

For Advanced Undergraduates and Graduate Students

520 Seminar in Sensory Systems (3:3). Biological principles of signal transduction and neuronal processing in sensory systems will be examined across diverse species, from receptor to higher centers in integration. Pr. 355 and one of BIO 277, 479, PSY 450, 453, 454, or consent of instructor. (Odd FA)

527 Terrestrial Plant Ecology (3:2:3). Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. Pr. 301. (Odd FA)

528 Microbial Ecology (3:3). Emphasis on current areas of active research with reference to applied problems. Pr. 301 and either 280 or 481, or permission of instructor. (Even SP,)

529 Aquatic Ecology (3:2:3). Interactions and adaptations of aquatic organisms in the major aquatic environments: fresh water, estuaries, and oceans.

Optional field trips monitor local lakes, Carolina bay lakes, and the coastal Cape Fear area. Pr. 301, CHE 114, or permission of instructor. (Even FA)

535 **General Biochemistry (3:3).** Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. Pr. 277 or 355 or 392, or permission of instructor. (FA)

538 **Radiation Biology and Radiotracer Methods (4:3:3).** Characteristics of ionizing radiation and use of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection. Laboratory work emphasizes liquid scintillation methods and processing of these data. Pr. 355 or 392, or permission of instructor. (Odd SP)

545 **General Biochemistry Laboratory (1:0:3).** Experimental work designed to complement lecture material of 535. Pr. 535 (may be taken concurrently). (FA)

549 **Problems in Biology (1 to 3).** Current problems in biological sciences. Students make individual contributions in the form of independent reading, bibliographic work, and simple laboratory experiments. Pr. permission of instructor.

550 **Macroevolution (3:3).** Lectures and discussions provide an introduction to evolution above the species level. Special attention is given to Phylogenetic Systematics and theories integrating evolution and development. Term paper or project required. Pr. 430 or permission of instructor.

552 **Animal Metamorphosis (3:3).** Readings, discussions, and oral presentations of current literature on metamorphosis in animals. Mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats. Pr. an upper level course in physiology (e.g. 477), and a course in developmental biology (e.g. 453) or equivalent courses. (Odd FA)

555 **Biology of Vertebrate Reproduction (3:3).** An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects. Pr. 464 or permission of instructor. (Even SP)

560 **Symbiosis (3:2:3).** Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed. Pr. any three core courses, or permission of instructor. (Odd SP)

575 **Neuroanatomical Techniques (3:2:4).** Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects. Pr. 355 and one of the following: BIO 477, 479, 453, 472, PSY 450, 453, or permission of instructor. (Odd SP)

579 **Environmental Physiology (3:3).** Lectures, discussions, demonstrations, and student presentations on the physiology of animals as it is influenced by, and is adapted to, environmental conditions. Pr. one of the following three courses: 341, 355, 370; or permission of instructor. (Odd FA)

583 **Virology (3:3).** Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels. Pr. 481 or permission of instructor; BIO 392 and 535 recommended. (Even SP)

584 **Immunology (3:3).** Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity. Pr. 481 or permission of instructor. (Odd SP)

594 **Introduction to Biotechnology (4:3:4).** Basic principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and hybridomas. Explores development of gene amplification, gene therapy, and DNA fingerprinting. Pr. 12 hours of biology or chemistry above 100 level, including BIO 392. (SP)

595 **Advanced Genetics (3:3).** Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development. Pr. 392. (Even SP)

599 **Biology Seminar (1:1).** Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers. Grade: Satisfactory/Unsatisfactory (S/U). Pr. senior or graduate standing.

For Graduate Students Only

630 Seminar in Ecology (3:3).
631 Seminar in Microbiology (3:3).
632 Seminar in Biochemical Genetics (3:3).
633 Seminar in Biochemistry. (3:3).
634 Seminar in Mammalian Cytogenetics (3:3).
635 Seminar in Evolution and Systematics (3:3).
655 Advanced Topics in the Biochemical Literature (3:3).
656 Advanced Topics in Plant Physiology (3:3).
657 Advanced Topics in Animal Physiology (3:3).
658 Advanced Topics in Morphogenetic Processes in Development (3:3).
659 Advanced Topics in Development (3:3).
660 Advanced Topics in Animal Morphology (3:3).
661 Advanced Topics in Genetics (3:3).
662 Advanced Topics in Biochemical Systematics (3:3).
663 Advanced Topics in Animal Ecology (3:3).
664 Advanced Topics in Plant Ecology (3:3).
665 Advanced Topics in Cytogenetics (3:3).
666 Advanced Topics in Microbiology (3:3).
675 Advanced Topics in Neurobiology (3:3).
695 Techniques in Biological Research (3:2:3).
699 Thesis (3 to 6).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Chemistry

221 Petty Building

Michael Farona, Professor and Head of Department

Professors Barborak, Herman, Jezorek, Knight, Miller, Nile; Associate Professors Banks, Vanselow, Walsh; Assistant Professor Johnston; Laboratory Assistants Burnes, Katsikas

The Department of Chemistry offers programs leading to either the Bachelor of Arts or the Bachelor of Science degrees at the undergraduate level and the Master of Science and Master of Education degrees at the graduate level. The Department of Chemistry is included on the list of schools which have been accredited by the American Chemical Society. Students who follow the program leading to the B. S. degree are certified to the Society upon graduation as having met its rigorous requirements for undergraduate professional training in chemistry.

Students who elect chemistry as a major include those planning to work directly in the chemical industry on completion of the undergraduate degree; those planning to continue their studies at the advanced level and then enter either industrial or academic research and teaching; those preparing to teach at the secondary level; those preparing for professional training in medicine and dentistry; and those who will use their training in chemistry as a background to undertake work in related fields such as business, technical sales, and textiles. Many of our majors take considerable work in related programs, which include earning a minor, or in some cases a double major, in areas such as biology, economics, mathematics, physics, or textiles.

One of the features of our undergraduate program which we particularly emphasize is the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level. We encourage undergraduate chemistry majors, particularly those planning to enter teaching as a career, to work as teaching assistants in our lower level laboratory courses. This provides valuable training as well as financial assistance.

Students seeking **teacher certification** should see **Teacher Education**, Chapter 5.

Chemistry Major (Bachelor of Arts)

Required: 122 semester hours

The Chemistry Major (B.A.), while less specialized than the B.S. program, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, or various vocations within the chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the B.S. While this program allows a more flexible arrangement of schedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses is taken with regard to the prerequisites.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER)

will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in chemistry above the 100-level.

1. CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 371, 501 (audit), 502, 461 or 506
2. Two courses from among CHE 442, 531, 556, and 581

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292
2. PHY 101, 102 or 291, 292

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. Additional chemistry courses, up to 36 hours above the 100 level, may be taken.

Teacher Certification

Additional requirements for teacher certification, beyond the Chemistry Major (B.A.), are listed in Chapter 5. In addition, students must take 6-8 credits in biology and/or earth science chosen from the following:

a. BIO 111, 112
b. GEO 103 and one or more of GEO 111, 205, 311, 314. CHE 252 is also recommended.

CHEMISTRY MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

The Chemistry Major (B.S.) differs from the B.A. in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. German is strongly recommended as the foreign language choice. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 34 semester hours in chemistry above the 100 level.

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 371, 442, 461, 462, 463, 464, 501 (audit), 502, 531, 533, 581

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292
2. PHY 291, 292
3. At least two courses selected from: CHE 320, 491, 492, 493, 494, 536, 553, 556, 570; BIO 535, 536, 538; CSC 230, 322; MAT 293, 311, 340, 390, 394; PHY 321, 323, 325, 327, 512, 513, 521

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses, up to 42 hours above the 100 level, may be taken.

CHEMISTRY MINOR

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 semester hours may be applied from introductory level courses (CHE 103, 104, 106, 110, 111, 112, 114, and 115.)

CHEMISTRY COURSES (CHE)

For Undergraduates

103 General Descriptive Chemistry I (3:3). Introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are states of matter, atomic and molecular structure, nuclear chemistry, stoichiometry, and solutions. Not open to students who have already taken 111. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later. *[NS, CPS].* (FA)

104 General Descriptive Chemistry II (3:3). Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. Pr. 103 or permission of instructor. CHE 110 must be taken concurrently unless taken with CHE 103. *[NS, CPS].* (SP)

106 Introductory Chemistry (3:3). For elementary education, business, and liberal arts majors. Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry. Not open to students who have already taken 111 or 103. CHE 110 is recommended. *[NS, CPS].* (FA,SP)

110 Introductory Chemistry Laboratory (1:0:3). Designed to acquaint non-science chemistry students with basic laboratory practices. To be taken concurrently with either 103 or 104. Also may accompany 106. Elementary and middle school education students must enroll in special sections. *[NS, CPS].* (FA,SP)

111 General Chemistry I (3:3). Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter. All students **must** take 111L concurrently unless they have previous credit for an equivalent course. Pr. one year of high school chemistry. Students who lack high school chemistry should take the sequence 103, 111, 114. *[NS, CPS].* (FA,SP)

112 General Chemistry I Laboratory (1:0:3). Laboratory work to accompany 111. The latter course must be taken concurrently. *[NS, CPS].* (FA,SP)

(Formerly CHE 111L)

114 General Chemistry II (3:3). Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry. Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. All students must take 115 concurrently unless they have previous credit for an equivalent course. Pr. 111, 112. *[NS, CPS].* (FA,SP)

115 General Chemistry II Laboratory (1:0:3). Laboratory work to accompany 114. The latter course must be taken concurrently. Includes semimicro qualitative analysis and ionic equilibria experiments. Pr. 112 or equivalent. *[NS, CPS].* (FA,SP) (Formerly CHE 114L)

205 Introductory Organic Chemistry (3:3). Survey of organic chemistry, designed for students whose programs require only one semester in this area. All students must take 206 concurrently unless they have previous credit for an equivalent course. Credit cannot be obtained for both 205 and 351. Pr. 104, 110; or 114, 115. (FA)

206 Introductory Organic Chemistry Laboratory (1:0:3). Laboratory work to accompany 205. Pr. 205 concurrently. (FA)

242 Inorganic Chemistry (2:2). Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. Pr. 114, 115. Farona, Nile, Walsh. (FA)

252 Chemistry and the Human Environment (3:3). Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products. Pr. 104, 106, or 114 or permission of instructor. (SP)

320 Chemistry in Industry (2:2). Broad coverage of the roles played by chemistry, chemists, and chemical engineers in industry, including discussions of management, research, development, production, sales, and patents. Government agencies, economic considerations, professional societies, and employment practices also explored. Some material presented by experts from local industry. Pr. 205 or 352 (the latter may be taken concurrently). (Not offered every year.)

331 Quantitative Analysis (3:3). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. All students must take 333 concurrently unless they have previous credit for an equivalent course. Pr. 114, 115. Herman, Jezorek, Walsh. (FA)

333 Quantitative Analysis Laboratory (1:0:4). Laboratory work to accompany 331. Pr. 331 concurrently. Both 331 and 333 must be passed in order to obtain credit for either course. Herman, Jezorek, Walsh. (FA)

351 Organic Chemistry I (4:4). Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. Pr. 114, 115. Banks, Barborak, Knight. (FA)

352 Organic Chemistry II (3:3). Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy. All students must take 354 concurrently unless they have previous credit for an equivalent course. Pr. 351. Banks, Barborak, Johnston, Knight. (SP)

354 Organic Chemistry II Laboratory (1:0:4). Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 352 concurrently. Barborak, Knight, Banks. (SP)

371 Chemical Literature (1:1). Instruction in use of the literature of chemistry. Reading knowledge of German helpful. Pr. 242, 351.

372 Experimental Course: Introduction to Laboratory Methods (2:2). Introduction to the skills of a practicing chemist, to include: safety, lab practice and equipment, data handling, and literature searching, including computerized searches. Pr. 114 or 104. (SP)

442 Advanced Inorganic Chemistry I (3:3). Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 242, 461, or 506 (may be taken concurrently). Farona, Nile, Walsh. (FA)

461 Physical Chemistry I (4:4). Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions and electrochemistry. Pr. MAT 292 and PHY 292. Vanselow, Miller. (FA)

462 Physical Chemistry II (3:3). Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, statistical thermodynamics, and kinetics. Pr. 461. Miller, Vanselow. (SP)

463 Physical Chemistry I Laboratory (1:0:4). Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. Pr. 331, 333, 461 (preferably taken concurrently with 462). (SP)

464 Physical Chemistry II Laboratory (1:0:4). Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. Must be taken concurrently with 462 and 463. (SP)

491, 492 Independent Study (1 to 3), (1 to 3). Directed program of independent study and research for the qualified student. Pr. two years of chemistry and permission of department head and instructor under whom student wishes to work. (FA-491; SP-492)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501, 502 Chemistry Seminar (0:0), (1:1). Oral reports and discussion of topics from the current literature of chemistry by students, staff, and guest lecturers. Students will audit 501 and receive credit for 502. Pr. 371, senior standing. (FA,SP)

506 Introductory Physical Chemistry (4:4). Concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. Credit for an undergraduate degree cannot be obtained for both 506 and 461. Pr. two semesters of chemistry beyond general chemistry, MAT 191, one year of physics. Miller, Vanselow. (SP)

531 Instrumental Analysis (3:3). Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 331, 333, 352 (may be taken concurrently), PHY 102 or 292. Herman, Jezorek. (SP)

533 Instrumental Analysis Laboratory (1:0:4). Laboratory work to accompany 531. Pr. 531 concurrently. Herman, Jezorek. (SP)

536 Computers in Chemistry (3:3). Introduction to analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors. Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor. Herman.

553 Advanced Organic Chemistry I (3:3). Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352. Banks, Barborak, Johnston, Knight. (FA)

556 Biochemistry (3:3). Biochemistry presented from a chemical perspective. Topics covered include the structure of biomacromolecules, enzyme mechanisms, metabolic pathways, and biochemical genetics. Pr. 352; 461 or 506. Banks.

570 Advanced Special Topics in Chemistry (1 to 3). Studies at an advanced level dealing with specialized areas of chemistry in which there is special expertise among departmental faculty. Areas of offering to be identified as follows: 570a, Analytical; 570b, Biochemistry; 570c, Inorganic; 570d, Organic; 570e, Physical. Pr. Permission of instructor.

581 Synthetic Techniques (2:0:8). Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry. Areas covered include high temperature and high pressure reactions, photochemistry, reaction kinetics, inert atmosphere reactions, microtechniques, and the use of modern instrumentation to determine product structure. Pr. 242, 352, 354, 371. Banks, Barborak, Knight, Nile, Walsh. (FA)

For Graduate Students Only

604 Advanced Polymer Chemistry (3:3).

632 Advanced Analytical Chemistry (3:3).

641 Advanced Inorganic Chemistry II (3:3).

652 Advanced Organic Chemistry II (3:3).

661 Advanced Physical Chemistry I (3:3).

662 Advanced Physical Chemistry II (3:3).

670 Advanced Special Topics in Chemistry (1 to 6). 670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.

680 Research Problems in Chemistry (1 to 6). 680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.

699 Thesis Research in Chemistry (6).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Classical Studies

237 McIver Building

Jeffrey S. Soles, Associate Professor and Head of Department

Associate Professor Shelmerdine; Assistant Professors Dix, Parker, Wharton; Lecturers Danford, Thurmond

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin. The following departmental courses also satisfy AULER categories as designated: CCI 201, 202, 211, 212, 323 (Historical Perspectives on Western Culture); CCI 205, 305, 306, 321, 324, 325 (World Literature).

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through CCI 393, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through Study Abroad Programs.

Classical Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Department offers a B.A. in Classical Studies, with four distinct concentrations in Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology. All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The **Greek Language and Literature** and the **Latin Language and Literature** concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The **Classical Civilization** and **Classical Archaeology** concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The **Classical Civilization** concentration is an excellent second major, particularly for those interested in any area of primary or secondary school teaching. The **Classical Archaeology** concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the Interdepartmental Program in Archaeology. (See pp. 341-342.)

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 hours above the 100-level distributed as follows in one of the four possible concentrations. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students must have at least a 2.0 GPA for courses in the major:

1) **Greek Language and Literature**
   a) 15 hours in Greek language above the 100 level: any course with a GRK prefix except GRK 150
   b) 6 hours in literature in translation to be chosen frmo CCI 201, 202, 205, 206, 305, 306, 321, 324, 325, 405
   c) 3 hours in Greek archaeology or history to b chosen from CCI 211, 313, 314, 323, 351 (or HIS 351), 353 (or HIS 353)
2) **Latin Language and Literature**
   a) 15 hours in Latin language above the 100 level: any course with a LAT prefix, except LAT 101 and 102
   b) 6 hours in literature in translation to be chosen from CCI 201, 202, 205, 206, 305, 306, 321, 324, 325, 405
   c) 3 hours in Roman archaeology or history to be chosen from CCI 212, 314, 323, 354 (or HIS 354), 355 (or HIS 355)

   For "A" certification students, the following additional courses may be counted in category c) when necessary (due to scheduling difficulties): CCI 211, 313, 351, 353
3) **Classical Civilization**
   a) 12 hours in either Greek or Latin above the 100 level: any course with a GRK prefix, except GRK 150; or any course with a LAT prefix, except LAT 101 and 102
   b) 12 hours in civilization to be chosen as follows:

   if the language is GRK: CCI 201, 205, 206, 211, 305, 306, 312, 313, 314, 321, 323, 351 (or HIS 351), 353 (or HIS 353), 405

   if the language is LAT: CCI 202, 205, 206, 212, 305, 306, 312, 314, 324, 325, 354 (or HIS 354), 355 (or HIS 355), 405
4) **Classical Archaeology**
   a) CCI 211, CCI 212 (6 hours)
   b) 6 hours to be chosen from CII 312, 313, 314
   c) 9 hours in classical literature in translation or ancient history to be chosen from CCI 201, 202, 205, 206, 305, 306, 321, 323, 324, 325, 351 (or HIS 351), 353 (or HIS 353), 354 (or HIS 354), 355 (or HIS 355), 405
   d) 3 hours in either Greek or Latin at the intermediate level: GRK 203 or 204 or LAT 203 or 204

Under special circumstances and with the permission of the Department Head, some substitutions for required courses may be allowed.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

CLASSICAL STUDIES AS A SECOND MAJOR

Required: 24 semester hours.

See the description of major requirements listed above. The **Classical Civilization** concentration is particularly recommended for students in the Teacher Education program who need a second major and are satisfying their language requirement by taking Greek or Latin. Students seeking Middle Grades certification in Language Arts must also take ENG 321, 322.

CLASSICAL STUDIES MINOR

Required: 15-21 semester hours.

The **Classical Studies Minor** complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study. The minor consists of 15 to 21 hours in courses above the 100 level to be worked out with the department advisor as best suited to each student's academic program.

TEACHER CERTIFICATION IN LATIN

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is threefold:

1) to promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2) to make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3) to promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Students seeking teacher certification in Latin are required to take a minimum of 27 semester hours distributed as follows:

1) 15 hours in Latin above the 100 level.
   * 3 hours in Greek may be counted towards this requirement.
2) 3 hours in Latin Grammar and Composition (LAT 431)
3) 6 hours in Classical Literature in translation
4) 3 hours in Classical archaeology or history (Roman recommended)

In addition, students must meet additional requirements in General and Professional Education (see **Teacher Education,** Chapter 5). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

CLASSICAL CIVILIZATION COURSES (CCI)

Courses in English Translation

(No knowledge of Greek or Latin required.)

For Undergraduates

201 Introduction to Classical Civilization: The Greeks (3:3). Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society. *[HP, CHP-CPM].*

202 Introduction to Classical Civilization: The Romans (3:3). Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society. *[HP, CHP-CPM].*

205 Mythology (3:3). Great myths of the world with emphasis on their literary and artistic representations. Greek and Roman mythologies stressed; Norse and other myths included when possible. Only primary sources read. *[WL, CWL].*

206 Classical Origins of the English Language (3:3). Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.

209 The Ancient World (3:3). Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as HIS 220).

211 Introduction to Classical Archaeology (Greece) (3:3). Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization. *[HP, CHP-CPM].*

212 Introduction to Classical Archaeology (Rome) (3:3). Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome. *[HP, CHP-CPM].*

305 Classical Tragedy (3:3). Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca. *[WL, CWL].*

306 Classical Comedy (3:3). Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus. *[WL, CWL].*

312 The Art and Archaeology of Egypt (3:3). Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.

313 Archaeology of the Aegean (3:3). Archaeology of the Aegean Islands, Crete, the coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age.

314 Ancient Cities (3:3). Introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structures.

321 The Archaic Age (3:3). Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context. *[WL, CWL].*

323 The World of Alexander the Great. (3:3). An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context. *[HP, CHP-CPM].*

324 The Age of Cicero (3:3). Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature. *[WL, CWL].*

325 The Age of Augustus (3:3). Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor. *[WL, CWL].*

351 History of Greece, 2000-31 B.C. (3:3). Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as HIS 351.).

353 Athens in the Fifth Century B.C. (3:3). Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. (Same as HIS 353.)

354 The Roman Republic, 754 B.C.-44 B.C. (3:3). Study of the social and political forces that led to Rome's conquest of the Mediterranean World and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the

whole Mediterranean, and the decline of the Republic. (Same as HIS 354.)

355 The Roman Empire, 44 B.C-337 A.D. (3:3). Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as HIS 355.)

393, 394 Classical Studies Abroad (3:3), (3:3). Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs. Pr. permission of department.

397 Comparative Studies in World Epics (3:3). Major world epics in translation including the following works in whole or in part: *Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.*

398 Comparative Studies in World Drama (3:3). Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

401 Archaeological Practicum (1 to 3). Participation in the department's archaeological work in Greece and opportunity to learn the field methods of classical archaeology firsthand.

405 Advanced Studies in Mythology (3:3). Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term. Pr. CCI 205 or permission of the instructor.

450 Internship in Classical Studies (1 to 6). Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites. May be repeated once, for a maximum of 12 hours credit, with the provision that no more than 6 hours may be taken in the same country. Pr. consent of department head.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Directed program of reading, research, and individual instruction in Classical Studies. May be repeated for credit for up to 6 hours. Pr. permission of instructor.

502 History of Latin Literature (3:3). A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages. Pr. Permission of instructor.

512 The Archaeology of Roman Daily Life (3:3). Study of Roman daily life and the evidence form archaeology and ancient literature for daily life. Pr. permission of instructor.

For Graduate Students Only

605 Mythology in Art and Literature (3:3).

GREEK COURSES (GRK)

These courses require the reading of texts in Greek.

For Undergraduates

150 Applied Modern Greek (1:1). Training in spoken demotic Greek. May be repeated for credit up to 4 semester hours. Will not satisfy foreign language requirement. Grade: Pass/Not Pass. Open to all students with instructor's permission.

201, 202 Elementary Greek (3:3), (3:3). Introduction to ancient Greek. Two semester sequence includes essentials of grammar and reading of selections from Xenophon, Plato, New Testament and others. Emphasis on understanding principles of grammar and developing skills for reading Greek. GRK 201 offered every fall. Pr. 201 prerequisite to 202.

203, 204 Intermediate Greek (3:3), (3:3). Designed to develop proficiency in the reading of ancient Greek and introduce students to Greek literature. Fall semester: Prose (Plato, Herodotus, etc.) Spring semester: Poetry (Homer or Greek tragedy). Pr. a grade of C- or better in GRK 202, or permission of instructor; 203 prerequisite to 204. *[CFL].*

303, 304 Greek Drama (3:3), (3:3). Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. Pr. 204, or permission of instructor.

311 The Greek Orators (3:3). Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes. Pr. 204, or permission of instructor.

312, 313 Greek Historical Writers (3:3), (3:3). Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides. Pr. 203, 204 previously or taken concurrently.

331 The New Testament (3:3). Selections from the New Testament. Pr. 204, or permission of the instructor.

341 Homer (3:3). Selections from *Iliad* and *Odyssey*. Pr. 204, or permission of instructor.

350, 351 Special Topics in Greek Studies (3:3), (3:3). Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of a given field or intensive investigation of particular problem. Student should consult instructor before registering for course. Pr. 203, 204.

393, 394 The Study of Greek Abroad (3:3), (3:3). Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs. Pr. 204 and permission of department.

401 The Greek Epic (3:3). Selections from the works of Homer, Hesiod, and Apollonius of Rhodes. Pr. 204, or permission of instructor.

403 Greek Lyric Poetry (3:3). Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus. Pr. 203, 204 completed or taken concurrently.

405 Hellenistic Poetry (3:3). Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus. Pr. 204, or permission of instructor.

421 The Greek Philosophers (3:3). Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools. Pr. 204, or permission of instructor.

450 Seminar in Greek Studies (3:3). Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Pr. 204, or permission of instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Directed program of reading, research, and individual instruction in Greek language and literature. May be taken for up to 6 hours credit. Pr. permission of instructor.

550 Topics in Greek Studies (3:3). Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies. Pr. permission of instructor.

LATIN COURSES (LAT)

These courses require the reading of texts in Latin.

For Undergraduates

101,102 Elementary Latin (3:3), (3:3). Introduction to Latin. Two semester sequence includes essentials of grammar and selected readings. Emphasis on understanding principles of grammar and developing skills for reading Latin. Pr. 101 prerequisite to 102.

203, 204 Intermediate Latin (3:3), (3:3). Designed to develop proficiency in the reading of Latin and introduce students to Latin literature. Fall semester: Prose (Caesar, Cicero, etc.). Spring semester: Poetry (selections from Virgil's *Aeneid I-VI*). Pr. a grade of C- or better in LAT 102, or permission of instructor; 203 prerequisite to 204. *[CFL]*.

301 Roman Lyric Poetry. (3:3). Selections from the poetry of Catullus and Horace. Pr. 204, or permission of instructor.

302 Roman Letters and Men of Letters (3:3). Selections from the letters of Cicero, Pliny, and Seneca. Pr. 204, or permission of instructor.

303 Roman Drama (3:3). Selections from the tragedies of Seneca and their influence on Renaissance drama. Pr. 204, or permission of instructor.

311 The Roman Orators (3:3). Selections from the speeches and rhetorical works of Cicero and of other Roman orators. Pr. 204, or permission of instructor.

312 The Roman Historians: The Republic (3:3). Works of Julius Caesar, Sallust's *Catiline,* and extensive selections from Cicero's letters and orations. Pr. 204, or permission of instructor.

321 Roman Satire (3:3). Study of the satires of Persius, Horace, and Juvenal; emphasis on Juvenal; influence on the eighteenth century. Pr. 204, or permission of instructor.

350, 351 Special Topics in Latin Literature (3:3), (3:3). Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem. Student should consult instructor before registering for course. Pr. 203, 204.

393, 394 The Study of Latin Abroad (3:3), (3:3). Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs. Pr. 204 and permission of department.

400 Intensive Reading of Latin (3:3). Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin. Pr. permission of the instructor.

401 Virgil (3:3). Virgil's *Aeneid* VII-XII; reading from the *Eclogues* and Georgics. Pr. 204, or permission of instructor.

405 Poetry in the Age of Augustus (3:3). Survey of Latin literature from 40 B.C. to 14 A.D.; selections from Virgil, Horace, the elegiac poets, and Ovid. Pr. 204, or permission of instructor.

412 The Roman Historians: The Empire (3:3). Selections from works of Livy and Tacitus. Pr. 204, or permission of instructor.

421 Roman Philosophical Writings (3:3). Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca. Pr. 204, or permission of instructor.

431 Latin Grammar and Composition (3:3). Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for "A" certification in Latin. Pr. 204, or permission of instructor.

450 Seminar in Latin Studies (3:3). Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Pr. 204, or permission of instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Directed program of readings, research, and individual instruction in Latin language. May be taken for up to 6 hours credit. Pr. permission of instructor.

550 Topics in Latin Studies (3:3). Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies.

571 Medieval and Renaissance Latin (3:3). Selections from Medieval and Renaissance prose and poetry. Pr. permission of the instructor.

For Graduate Students Only

611 The Roman Historians: The Republic (3:3).

612 Cicero (3:3).

623 Roman Comedy (3:3).

625 Poetry in the Age of Augustus (3:3).

626 Silver Age Survey (3:3).

631 Advanced Latin Grammar and Composition (3:3).

Department of Communication and Theatre

200 Taylor Building

Robert C. Hansen, Professor and Head of Department

Professors Batcheller, Cook, Glenn, Jellicorse, Smith, Tedford; Associate Professors Behm, Bell, Cimorelli, E. Edwards, Fadely, Fragola, Jones, Newton, E. Shroyer, Wren; Assistant Professors Barrett, Boyd, Compton, Frierson, Hinton, McMullen, Natalle, Paludan, Ross, Wolf; Lecturers Donaldson, McCready, McDougald, Shackelford, S. Shroyer, Torres

Human communication is primarily speech communication. The visual, oral, and aural dimensions of the speech process provide the principal means by which human beings share ideas and feelings. Speech is inquiry, reporting, and persuasion; it is a means of appreciation, entertainment, and artistic expression. The Department of Communication and Theatre offers a full range of courses and degree concentrations in contemporary speech arts and sciences. It is committed to teaching theory through practice. Each of its five divisions operates practicum programs in which academic work is wedded with a variety of University public services and performing arts activities which assist, educate, or entertain over 125,000 persons each year.

The Communication Disorders Division provides opportunity for study of communication development and the analysis and improvement of speech, language, and hearing disabilities through its offerings in Speech-Language Pathology and Audiology. It conducts research and aids students, faculty, and the public through the University Speech and Hearing Center and the Augmentative Communication Systems Laboratory, and assists clinics of area public schools, hospitals, and other human service agencies.

The Education of Deaf Children Division provides opportunities for study in two concentrations: Teacher Preparation and Educational Interpreting. Both areas of study focus on the unique educational needs of deaf and hard-of-hearing children emphasizing language acquisition, teaching methods and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work and practicum in area public schools and the Central North Carolina School for the Deaf.

The Communication Studies Division provides opportunity for study of the theory and practice of interpersonal, organizational, and public communication, including group communication, debate and public address, communication theory, political communication, public relations, and oral interpretation. It offers specialized training through the Audio Tape Laboratory, and assists community and state institutions in planning programs involving interpersonal, organizational, and public communication.

The Broadcasting/Cinema Division provides opportunity for study of the conditions, theories, and practices of radio, television, and film production and performance. Studio and practicum projects are part of the curriculum as well as local media internships for which students can apply. Radio and video co-curricular activities permit supervised experience as crew members, writers, and directors.

The Theatre Division provides opportunity for exploring the many facets of play production theory and practice and the development of skills in acting, directing, design, technical theatre, and theatre for youth. Students, majors and non-majors, working under professional guidance, supply the energy and talent of the Division's extensive production programs: The UNCG Theatre, Studio Theatre, Workshop Theatre, Summer Theatre Program, and the North Carolina Theatre for Young People.

The divisions of the Department of Communication and Theatre provide numerous interdivisional services which strengthen the Department's degree programs. For example, members of the Communication Disorders faculty are available for clinical evaluation and treatment of actors' and broadcasters' individual speech and language problems. Voice and articulation performance courses, offered to all students by the Communication Studies Division, are scheduled with special sections for theatre students. Education of Deaf Children, Theatre, and Broadcasting/Cinema faculty and students work together in both classes and in performance projects. An interdivisional Communication Education Program provides supervision for the teacher certification curricula in Theatre Arts and in Speech Communication.

Liberal education courses and degrees in the Department of Communication and Theatre fill the needs of students who desire to think critically and creatively and to communicate clearly and convincingly. Professional courses and degrees fill the needs of students preparing for careers as speech-language pathologists and audiologists; as broadcasters or filmmakers; as theatre directors, designers, or actors; as educational interpreters for deaf and hard-of-hearing children; or as teachers in the areas of education of the deaf, communication studies, or theatre arts. Special courses and sequences fill the needs of students interested in communication preparatory to careers in law, public relations, applied communications, and the ministry. Graduate programs (for details see the **Graduate School Catalog**) provide opportunities for advanced study, research, and performance in the fields of communication disorders, communication studies, broadcasting/cinema, and theatre.

The requirements stated below for admission to Departmental majors, concentrations, and options are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses

a. Due to enrollment pressures and limitations on space in certain impacted courses, the Department adheres to the following policy governing enrollment in its courses:
   (1) Students may be dropped from impacted courses even though they may have successfully completed the registration process. This process will conform to the priority system established below.
   (2) Students not attending the first day of class may be dropped from the course.

b. Priority for inclusion in a course will be based on the following criteria, in any order deemed appropriate:
   (1) Successful prior completion of all prerequisite coursework.
   (2) Graduate or Special Graduate student standing.
   (3) Total number of semester hours earned toward graduation, **not** including hours currently being attempted.
   (4) Overall GPA.

c. Only those students who attempted preregistration will be considered for late placement in closed courses.

Criterion for Progression in the Major

Only grades of "C-" or better taken in Communication and Theatre courses will count toward completion of a major in the Department.

DRAMA MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours.

The B.A. in Drama provides a broadly based approach for students who wish to emphasize theatre arts as an undergraduate major. A strong core of courses in stagecraft, acting, directing, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and cognate theatre studies. B.A. Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates; and B.A. Drama majors undertake work preparatory to teacher certification, nonspecialized employment in theatre and media, and graduate studies in theatre.

B.A. drama students are required to complete one production assignment each semester during the freshman year and a total of six more during the sophomore, junior, and senior years. COM 150 credit is granted for these assignments (see below).

The B.A. in Drama major may also include a program for certification in theatre arts as described below.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the Theatre Division student handbooks, available by mail or in Taylor Building, Room 202.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. COM 106, 122, 123, and eight semester hours of 150 over four years. Junior transfer students must complete a minimum of four semester hours of COM 150. Senior transfer students must complete a minimum of two semester hours of COM 150
2. COM 201, 251, 541, 580, 581, and 582
3. One Performance course selected from COM 112A, 252T, 320, 520, and 542
4. Two Technical Theatre courses selected from COM 365, 375, and 376
5. One course selected from COM 221, 301, 565, 579, 586, 596, 597, and 598
6. Six semester hours from categories 3 and/or 4 and/or 5 and/or COM 253, 366, 522, 533

Teacher Certification Requirements for Theatre Arts Certificate

(See **Teacher Education** in Chapter 5 for full explanation.)

Students in the Theatre Arts certification concentration must have and maintain a **2.7 GPA** for all work attempted for admission to teacher education and for acceptance into student teaching.

1. COM *105, 112, *121, 122, 123, four semester hours of 150: 1 sh each in scenery, lights, costumes/makeup, management, 251, 252T, 301, *320, 328, 454, 541, 542, 580, 581, 582, and 596
2. HEA 201

3. *Social and Behavioral Sciences requirement must include one semester each from two of the following: anthropology, sociology, economics, geography, history, or political science
4. *PSY 221
5. CUI 450, 465, 470; LIS 547; ELC 381
6. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based upon evaluations done by the Department.

Students may seek **endorsement in Speech Communication** simultaneously by the addition of nine semester hours as follows: COM 207, 231, and 530.

Students may seek **certification in Speech Communication** simultaneously by the addition of twenty-one semester hours as follows: COM 205, 207, 231, 340, 530, and two from COM 331, 502, 531, or 532. *Please note: program suspended for 1994-95.*

(* These requirements may be selected to satisfy College of Arts and Sciences and AULER liberal education requirements.)

Electives

Electives sufficient to complete the 127 semester hours required for degree.

DRAMA MAJOR (BACHELOR OF FINE ARTS)

Required: 124 semester hours

The B.F.A. Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to perfect it through classroom study combined with practical application will be continued in the major. Transfer students from programs other than the B.F.A. should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters is required even when study is begun in the junior year. Transfer students who successfully remain in the B.F.A. curriculum must, therefore, spend a minimum of three years in residence at UNCG to complete the B.F.A. degree. There are no exceptions to this requirement. Students select from two concentrations: the B.F.A. in Acting or the B.F.A. in Design and Technical Theatre. Provisional admission is granted to the B.F.A. Acting Concentration students for their first year in the program. Retention beyond the first year in the B.F.A. in Acting is based upon application, audition, and selection in the spring semester of the provisional year. Provisional admission is granted to B.F.A. Design and Technical Theatre Concentration students for the first year in the program. Retention beyond the first year in the B.F.A. in Design and Technical Theatre is based upon application, review of project work, and selection in the spring semester of the provisional year. In both B.F.A. concentrations, the total development of each student is continually under evaluation and is formally examined by the theatre faculty at least once each year. Continuance in the program depends upon the student's attitude, discipline, and achievement.

As part of developing the appropriate professional understanding, B.F.A. Acting students must complete one production assignment each semester in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Four of the B.F.A. Acting students' production assignments must be in technical-related activities. B.F.A. Design and Technical Theatre students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years. B.F.A. transfer students are required to complete one production assignment each semester in the program. COM 150 and COM 450 credit is earned for these production assignments as noted in the outline of requirements stated below.

B.F.A. Acting and Design and Technical Theatre majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre Division faculty. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the Theater Division student handbooks, available by mail or in Taylor Building, Room 202.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements.

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the college of Arts and Sciences Liberal Education Requirements (CLER). See p. 53-54 for additional information about writing-intensive courses.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Acting Concentration

Major Requirements

1. Acting Studies: COM 112A, 190 repeated for one credit hour each semester for six semesters, 251, 252, 351, 352, 524, 590, 592, 599.
2. Technical Theatre Studies: COM 122, 123; one course selected from 365, 375, and 376.
3. Other Theatre Studies: COM 150 repeated for four semester hours, and COM 450 repeated for four semester hours, COM 201, 541, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

1. MUS 125, 126
2. DCE 349 and three additional dance courses selected in consultation with advisor.
3. ESS 170
4. ENG 339 or 340

Electives

Electives sufficient to complete the 124 hours required for degree.

Design and Technical Theatre Concentration

Major Requirements

1. Design and Technical Theatre Studies: COM 122, 123, 200, 365, 366, 375, 376, 377, 522, 583, 584; two courses selected from COM 253, 523, 533, 534, 535, 536, 543, 544, 545, 547, 549, and 550 (formerly 360), 565.
2. Performance Studies: COM 251 and 541.
3. Other Theatre Studies: COM 150 repeated for four semester hours, and COM 450 repeated for four semester hours, 201, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

ART 120, 140, 220, and 221.

Electives

Electives sufficient to complete the 124 semester hours required for degree.

SPEECH COMMUNICATION MAJOR (BACHELOR OF ARTS)

Required: 122-123 semester hours

Speech Communication is offered in three concentrations:

• **Communication Studies** provides focus on the theory and practice of interpersonal, organizational and public communication. Two special options are available: **(1)** COMMUNICATION STUDIES and **(2)** ORGANIZATIONAL COMMUNICATION.

The COMMUNICATION STUDIES OPTION is designed for students interested in the liberal arts study of communication theory and practice including rhetorical and communication theory, history and criticism of public address, political communication, and interpersonal communication. This option is flexible to prepare students for graduate study and a variety of communication-oriented professions.

The ORGANIZATIONAL COMMUNICATION OPTION concentrates on the study of communication theory and practice with specific application to organizational and public relations contexts. Students in the organizational communication option should be planning a professional career in a corporate or nonprofit environment.

• **General Speech** is a special, interdivisional degree concentration which affords students an opportunity to develop a major that combines courses from two or more of the Department's Divisions. The degree option is intended for gifted students whose interests would not be easily accommodated by pursuing a degree in only one division. ***Please Note: program suspended for 1994-95.***

• **Speech Communication Teacher Certification** leads to North Carolina teacher certification in speech communication at the secondary level. *Please note: program suspended for 1994-95.*

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Communication Studies Concentration

1. ADMISSION REQUIREMENTS
   a. Students must be formally admitted to the Communication Studies Division to pursue a major. Only students with formal, written acceptance will be permitted to remain in those upper division courses so specified in section (e) below. Non-majors who wish to take these courses may seek permission from the instructor, but may not use those courses for a Communication Studies major without proper admission.
   b. Applicants to the options in Communication Studies and Organizational Communication will be reviewed in light of the following criteria:
      (1) Completion of at least 1 semester at UNCG,
      (2) Completion of at least the following core courses or their equivalents with grades of "C-" or better: COM 105, 106, 112; and
      (3) A GPA of at least 2.50.
   c. The stated requirements for admission are minimum ones, and simple compliance with them does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
   d. Students seeking admission to the Division as majors should proceed as follows:
      (1) Check to see that they meet the minimum requirements as described in section (b) above;
      (2) Secure an official transcript from the Office of the Registrar;
      (3) Secure an application form from the Office of Academic Advising or from the Division Office in 102 Ferguson building; and
      (4) Deliver both the completed application form and the official transcript to the Division Office in Ferguson 102.
      (5) In some cases the Division may require additional information or an interview, so the application process should be initiated well in advance of registration.
   e. Permission of the Division is required to enroll in COM 331, 342, 344, 345, 412, 413, 420, 502, 514, 530, 531, 538, 560, and 562. Students enrolled in these courses without permission are subject to removal.
2. CRITERIA FOR CONTINUING IN THE COMMUNICATION STUDIES DIVISION
   a. Maintaining the 2.5 minimum GPA;
   b. Demonstrating high quality oral and written communication skills in all dealings with the Division; and
   c. Complying with all University regulations including the Academic Honor Code as well as policies and procedures developed by the Division or Department.
3. MAJOR REQUIREMENTS
   Only grades of "C-" or better count toward completion of the major, which must include a minimum of 30 semester hours in the major above the 100-level including COM 105, 106, 112, 205, 206 or 207, 420, and 530, and one of the following options:
   a. Communication Studies: Other courses from among 206, 207, 208, 209, 231, 320, 331, 343, 344, 345, 346, 502, 505, 520, 529, 531, 532, 537, 538, 559, 563 or approved substitutes
   b. Organizational Communication: Other courses must include COM 342 or 514, 344 or 345, 412 or 413, 560 or 561; with additional hours from among COM 206, 207, 208, 209, 342, 343, 344, 345, 346, 502, 505, 514, 531, 560, 561, 562, or approved substitutes

Required cognate courses: MGT 200*, one from MGT 312 or 314 or SOC 351, and one from MGT 309 or ENG 327

Recommended electives: STA 108, ENG 219, and ENG 319

*Because PSY 221 is a prerequisite for some of these courses, it is recommended to satisfy a liberal education requirement.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

General Speech Concentration *(program suspended for 1994-95)*

1. Approval by the Department Head of a curriculum designed to achieve a balance between or among two or more divisions within the Department of Communication and Theatre: Communication Disorders and Education of Deaf Children, Communication Studies, Broadcasting/Cinema, and Theatre. The approved plan must be on file in the Departmental Office prior to registration for COM courses above the 100 level, and the plan may be changed only with the written approval of the Department Head.
2. Six semester hours from among courses within the Department of Communication and Theatre are allowed in addition to the maximum of 36 semester hours above the 100 level in the approved General Speech curriculum.
3. By the beginning of the sophomore year, all students in the General Speech concentration must have and maintain a 2.5 grade point average.

Speech Communication Teacher Certification (Program Suspended 1994-95)

Students in the Speech Communication Certification concentration must have and maintain a **2.7 GPA** for all work attempted for admission to teacher education and for acceptance into student teaching.

1. COM *105, *106, 112, *121, 122, 205, 207, 231, 251, *320, 340, 343 or 346, 454, 530, and one from COM 331, 502, 531, or 532
2. HEA 201
3. *Social and Behavioral Sciences requirement must include one semester each from two of the following: anthropology, sociology, economics, geography, or political science
4. *PSY 221
5. CUI 450, 465, 470; ELC 381; LIS 547
6. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based on evaluation done by the Department.

Students may seek **endorsement in Theatre Arts** simultaneously by the addition of eleven semester hours as follows: COM 252, 541, and 596

Students may seek **certification in Theatre Arts** simultaneously by the addition of 27 semester hours as follows: COM 252, 301, 528, 541, 542, 580, 591, 592, and 596

(*These requirements may be selected to satisfy College of Arts and Sciences and AULER liberal education degree requirements.)

Electives

Electives sufficient to complete the 123 semester hours required for degree.

COMMUNICATION STUDIES MINOR

A minor in Communication Studies consists of grades of at least "C-" in COM 105 or 341 and at least 15 semester hours of additional courses in the Division of Communication Studies from among the following: COM 106, 112, 151, 205, 206, 207, 208, 209, 231, 320, 331, 342, 343, 344, 345, 346, 420, 502, 505, 514, 520, 529, 530, 531, 532, 537, 538, 559, 560, 561, 562, 563.

MEDIA STUDIES MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The Media Studies major is a single track program which concentrates on the conditions, principles, and practices of broadcasting and film. It is a professional program which provides a sound conceptual and theoretical framework upon which to develop selected skills. Upon completion of a basic core, students select additional courses in the area of their interests.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

1. MAJOR REQUIREMENTS

   Minimum 36 hours in Media Studies (all levels). Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

   a. COM 171, 172, 203, 291, 310, 507
   b. Two courses from among COM 302, 303, 403, 516
   c. One course from among COM 380, 517, 518, 521
   d. Three courses or nine hours from COM 140, 141, 202, 210, 300, 302, 303, 305, 311, 312, 313, 333, 380, 390, 391, 392, 393, 399, 403, 410, 411, 440, 441, 501, 508, 509, 510, 512, 515, 517, 518, 519, 521, 540, 585, 588

2. ADMISSION PROCEDURES FOR THE MEDIA STUDIES MAJOR
   a. Admission to the University does not mean automatic admission to the Media Studies Major. Students must make formal application.
   b. Application is made at the end of the Spring semester. Applicants obtain admission request forms from the Broadcasting/Cinema Division office in the Carmichael Building.
   c. The deadline for filing completed forms is Reading Day of the spring semester only. Applications received after Reading Day will not be processed until the spring semester of the following year. The foundation courses (ENG 101, COM 171, 172) must be completed prior to or during the spring semester at the end of which application will be made.
   d. Since admission to the Media Studies Major requires a probationary year at UNCG, *transfer students will usually require a minimum of six semesters at UNCG to complete degree requirements.*

3. ADMISSION CRITERIA FOR THE MEDIA STUDIES MAJOR
   a. Admission to the Media Studies program is competitive. Compliance with the minimum criteria does not guarantee admission.
   b. Minimum criteria:
      (1) Minimum OVERALL grade point average of 2.2.

(2) Completion of ENG 101, COM 171 and COM 172 with no grade lower than "C -".

c. Competitive criteria:

(1) 60% OVERALL grade point average

(2) 40% grade point average in COM 171, 172 and ENG 101

4. CRITERIA FOR CONTINUING IN THE MEDIA STUDIES MAJOR

a. Initial admission to the Media Studies major does not guarantee the student the right to complete the degree program.

b. Continuation in the Media Studies major is contingent upon the following requirements:

(1) Maintenance of the current minimum overall GPA

(2) Demonstration of high quality oral and written communication

(3) Adherence to all building and equipment policies and procedures

(4) Professional treatment of Divisional equipment and prompt payment of any charges assessed for equipment damage

(5) Compliance with all University regulations including the Academic Honor Code

5. ADDITIONAL MEDIA STUDIES REGULATIONS

a. Students will not be allowed to register for any production courses in the Division without formal admission to the program. Students who appear to be following the Media Studies curriculum but who have not been formally admitted may be prohibited from taking additional coursework offered by the Division.

b. In accordance with Department of Communication and Theatre policy, only courses completed with the grade of "C-" or better may count toward fulfilling requirements for the Media Studies major.

c. Although production courses are limited to majors only, Broadcasting/Cinema foundation courses (COM 171 and 172) and Broadcasting/Cinema courses meeting AULER and College of Arts and Sciences requirements are open to any student in the University on a space-available basis.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

The Speech Pathology and Audiology Major provides a preprofessional program for those preparing for graduate study in speech-language pathology or audiology. The major as outlined is designed to satisfy some requirements for the N.C. license in speech-language pathology or audiology, although no license is awarded until completion of the Master's degree. Instruction is designed to meet American Speech-Language-Hearing Association standards. Transfer students may require an additional semester to complete the undergraduate degree program.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER)

will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. ADMISSION REQUIREMENTS
   a. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.
   b. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer or 55 semester hours and must apply before enrollment in any required courses at or above the 300 level in the major. Applicants must have an overall grade point average of at least 2.7 to be admitted to the major.
   c. The grade point average (see b. above) is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
   d. Students seeking admission to the Speech Pathology and Audiology Major should proceed as follows:
      (1) Secure an official transcript(s) of undergraduate coursework completed at colleges and universities other than UNCG, if any;
      (2) Secure an application from the Division Office at 300 Ferguson Building;
      (3) Deliver both the transcripts and the application to the Division Office in 300 Ferguson Building.
      (4) In some cases the Division may require additional information or an interview, so the application process should be initiated immediately after completion of 55 semester hours.
2. CRITERIA FOR CONTINUING IN THE SPEECH PATHOLOGY AND AUDIOLOGY MAJOR
   a. Maintenance of a minimum grade point average of 2.7;
   b. Minimum grade point average of 2.7 in COM 133, 134, 240 and 241, with no grades in these courses below C-;
   c. No grades below C- in any course in the major;
   d. Demonstration of high quality oral and written communication;
   e. Compliance with all University regulations including the Academic Honor Code.
3. MAJOR CURRICULUM REQUIREMENTS (Minimum 24 semester hours above the 100-level; students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.)
   a. All majors are required to take COM 133, 134, 135, 240, 241, 334, 336, 337 and 556; PSY 221
   b. Students preparing for graduate study in speech-language pathology are required to take COM 338, 339 and 451.
   c. Students preparing for graduate study in audiology are required to take COM 570, PHY 305 and two courses from MAT 119, 191 and 292.
   d. All undergraduate majors must complete 25 supervised observation hours in the University Speech and Hearing Center.

EDUCATION OF THE DEAF MAJOR (BACHELOR OF SCIENCE)

Required: Teacher Preparation concentration — 128 semester hours
Educational Interpreter concentration — 129 semester hours

See **Teacher Education** section for Teacher Education admission requirements and second major requirement.

Teacher Preparation Concentration

The Teacher Preparation concentration provides training at the undergraduate level for teachers of deaf and hard-of-hearing children. In addition to courses in the major area, students elect a specialization such as preschool education, elementary education, or secondary (mathematics, history, English, etc.). Internship for teaching takes place at the Central North Carolina School for the Deaf and in area public school programs for hearing-impared students. Transfer students may require an additional semester to complete the undergraduate degree program. Upon completion of the program, students are eligible for certification by the North Carolina Department of Public Instruction (K-12 Hearing Impaired) and the National Council on Education of the Deaf.

College of Arts and Sciences Liberal Education Requirements (39 semester hours)

		Hours
1.	Analytic and Evaluative Studies (CAE)	3
2.	British or American Literature (CBL) or World Literature (CWL)	3
3.	Fine Arts (CFA)	3
4.	Historical Perspectives on Western Culture (CHP)	6
5.	Mathematics (CMT)	3
6.	Natural Science (CNS) **Required**: one course in Physical Science (CPS) and one course in Life Science (CLS); no lab is required	6
7.	Non-Western Studies (CNW)	3
8.	Reasoning and Discourse (CRD)	6
9.	Social and Behavioral Sciences (CSB) **Required:** COM 240 and PSY 221	6
10.	Writing-Intensive Requirement (see pages 50-51 for additional information)	

The above reflects waivers approved for this program in the areas of: Literature (CBL or CWL), 3 hours; Natural Science (CNS), 3 hours (no lab required); Social and Behavioral Science (CSB), 3 hours; Foreign Language (CFL), 6 hours.

See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Note: Where appropriate, teacher certification requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

Minimum 24 semester hours in the major above the 100-level.

COM 135, 240, 243, 334, 335, 461, 483, 485, 577, and 578.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

1. PSY 221
2. HDF 302 or PSY 326
3. SOC 211 or approved substitute
4. ELC 381
5. PSY 502, or CUI 540, or approved substitute

Specialization

20-24 semester hours in elementary education, preschool education, secondary education, or in another sequence approved by the Department of Communication and Theatre and the department of the student's specialization as follows:

Preschool Specialization

Required: COM 483, 485; HDF 452, 552, with 9 hours to be selected from: CSC 101, CUI 346, HDF 212, 522, 532, 542, LIS 547

Elementary Specialization

Required: ART 367; COM 483, 485, CUI 346, with 9 hours to be selected from: CSC 101, CUI 320, 360, 370, 380, LIS 547, 556, 582

Secondary Specialization

The Secondary Specialization is met by the second major requirement (see below).

Teacher Certification Requirements

1. AULER requirements as identified within each major.
2. PSY 221 General Psychology (PSY 223 may not be substituted)
3. ELC 381 The Institution of Education
4. CUI 430 or 450
5. CUI 470 or 335
6. HEA 201
7. COM 461 Internship in Teaching the Deaf
8. Completion of pre-student-teaching field experience
9. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average in all courses with a COM prefix in order to be admitted to student teaching. Any grade below C in a required core course makes a student ineligible to continue in the certification track.

Second Major Requirement

All students majoring in Teacher Preparation — Deaf and Hard-of-Hearing Children who select the preschool or elementary specialization are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the All-University Liberal Education Requirements. The following majors have been approved for Education of the Deaf: Art, Communication Studies, English, Linguistics, Mathematics, Psychology, and Sociology.

Electives

Electives sufficient to complete the 128 semester hours required for degree.

Educational Interpreter Concentration

The Educational Interpreter Concentration provides training at the undergraduate level for individuals to work with students who are deaf and hard-of-hearing in public school settings. Internships for interpreting occur in area public schools having programs for students who are deaf and hard-of-hearing. Transfer students may require an additional semester to complete the undergraduate degree program.

College of Arts and Sciences Liberal Education Requirements (48 semester hours)

		Hours
1.	Analytic and Evaluative Studies (CAE)	3
2.	British or American Literature (CBL)	3
3.	Fine Arts (CFA)	3
4.	Historical Perspectives on Western Culture (CHP)	6
5.	Mathematics (CMT)	3
6.	Natural Science (CNS) **Required**: one course in Physical Science (CPS) and one course in Life Science (CLS); no lab is required	6
7.	Non-Western Studies (CNW)	3
8.	Reasoning and Discourse (CRD)	6
9.	Social and Behavioral Sciences (CSB)	9
10.	World Literature (CWL)	3
11.	Writing-Intensive Requirement (see pages 53-54 for additional information)	

The above reflects waivers approved for this program in the areas of: Natural Science (CNS), 3 hours (no lab required); and Foreign Language (CFL), 6 hours.

See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Students in this concentration will be required to take four (4) Writing Intensive Courses.

Major Requirements

A minimum of 45 semester hours above the 100-level to include:

COM 135, 240, 243, 334, 335, 462, 463, 483, 486, 487, 555, 557, 558, 572, 578

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Cognate Requirements

30 semester hours:

COM 105, 207; CUI 202, 320, 540, 543; ELC 381; ENG 260; LIS 554 or 556; PSY 221

Choose 6 semester hours from the following:

ATY 385 or 387; COM 488; CSC 101; CUI 555 or 450; PSY 312, 410, or 412

COMMUNICATION AND THEATRE COURSES (COM)

For Undergraduates

105 Introduction to Public Speaking (3:3). Essentials of speechmaking, with emphasis on development of personal skill in effective organization and delivery of oral messages. *[RD, CRD].*

106 Communication in Society (3:3). Introduction to contemporary theory and practice of human communication, including communication models; interpersonal, public, and mass communication; intercultural and interracial communication; the effects of advertising, propaganda, and political campaigning. *[SB, CSB].*

112 Speech Performance (3:3:1). Theory and practice of voice and diction, including pronunciation, pitch, rate, volume, and quality. Special section for theatre majors. Other sections are open enrollment. Weekly audio laboratory required.

121 Drama Appreciation (3:3). Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. *[FA, CFA].*

122 Stage Crafts I (3:3:3). Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.

123 Stage Crafts II (3:2:3). Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.

132 Introduction to Communication Disorders (3:3). Introduction to disorders of human communication. Not required for majors in Communication Disorders.

133 Introduction to Phonetics (3:3). Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.

134 Speech and Hearing Science (3:3). Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.

135 Sign Language for the Deaf I (3:3). American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills.

140 Radio Laboratory (1 to 2). Supervised participation in radio broadcasting or program production. May be repeated for credit for a maximum of 3 hours. Pr. permission of instructor. (B/C Production Course).

141 Cinevideo Laboratory (1 to 2). Supervised participation in filmmaking and/or presentation. May be repeated for credit for a maximum of 3 hours. Pr. 203, 291, 310. (B/C Production Course).

150 Theatre Practice (1:0:4). Departmental workshop. Open to any student interested in participating in any phase of the theatre production programs. May be repeated for credit.

151 Forensics Laboratory (1:0:3). Open to any student interested in participating in debate and/or related experiences such as extemporaneous speaking, oral interpretation, voice and speech improvement, or oratory. May be repeated for credit.

171 The Development of the Cinema (3:3:3). Development of motion picture industry. Examination of filming equipment and film techniques. *[FA, CFA]*

172 The Development of Broadcasting (3:3). Emergence, structure, and scope of radio, television, and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society.

190 Dynamics in Acting (1:0:3). Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice. May be repeated for credit. Pr. sophomore BFA / Acting major.

200 Theatre Graphics (3:2:3). Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre. Pr. 122.

201 Playscript Analysis (3:3). Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers. Pr. admission to appropriate degree program or permission of instructor.

202 Creative Process in Film and Video (3:3). Various approaches for the enhancement of the visual imagination, emphasizing the origination

of ideas and their development into scripts for film and video. Pr. 171.

203 Applied Aesthetics for Film and Video (3:3). Study of the major aesthetic elements in film and video production—light, space, time-motion, and sound.

205 Persuasion in Western Culture (3:3). Significant theories in persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion. *[HP, CHP-CMO].*

206 Nonverbal Communication (3:3). Contemporary theory and practice of nonverbal communication. Functions and modes, such as kinesics, proxemics, and paralinguistics. Emphasis on increasing awareness of own nonverbal messages.

207 Interpersonal Communication (3:3). Contemporary theory and practice of interpersonal communication, with emphasis on increasing awareness of own interpersonal messages.

208 Introduction to Public Relations (3:3). Theory and concepts of public relations; examination of the relationship between institutions and social values; analysis of issues and their management by organizations.

209 Introduction to Political Communication (3:3). Study of the development, maintenance, and deterioration of political communities. Emphasis on conflicting needs, symbols, reasons and preferences in speeches, campaign activities, and the mass media.

210 Applied Electronic Theory (3:3). Theory, principles, and application of radio and television broadcast equipment. Pr. 172.

219 Communication Disorders Laboratory (1:0:2). Supervised therapy for students with speech, voice, language, or hearing problems. May be repeated for credit. Grade: Pass/Not Pass (P/NP). Pr. permission of instructor.

221 Development of American Musical Theatre (3:3). Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue, but major emphasis on musical comedy. Illustrated lectures and demonstrations. *[FA, CFA].*

231 Argumentation and Debate (3:3). Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. *[RD, CRD].*

240 Language and Speech Development (3:3). Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child. *[SB, CSB].*

241 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3). Anatomical and physiological bases of human communication.

243 History and Psychology of the Deaf (3:3). Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education.

250 Fundamentals of Acting (3:3). Understanding and appreciation of the problems, demands, and disciplines of the actor's art. For non-majors only. *[FA, CFA].*

251 Acting I (3:1:4). Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement.

252 Acting II (3:1:4). Application of basic techniques developed in 251 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation which includes units on period style and adaptation of literature for performance. Pr. 251. Enrollment limited to B.F.A. Acting Majors. Special sections, designated 252T, for B.A. Drama Majors, including teacher education candidates.

253 Advanced Stage Make-up (3:2:3). Special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up. Pr. 153 or permission of instructor.

255 Rehearsal, Production, and Performance (3:0:9). Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of scenery, sound and special effects, property, lighting, costume, publicity, house and/or make-up staffs of UNCG Theatre, and/or N.C. Theatre for Young People productions. Pr. six hours of Communication and Theatre or permission of instructor.

256 Applied Summer Theatre I (1-4:0:3-12). Supervised practical experience in various areas of summer theatre production. May be repeated for credit.

291 **Introduction to Film/Video Production (3:3:2).** Introduction to basic equipment and facilities used in film and video production. Pr. admission to media studies major, 171, 172, 203.

300 **Introduction to TV and Film Lighting (3:3).** Introduction to lighting for film and video. Aesthetics and lighting design. Equipment and its application. Pr. 203, 291, 310. (B/C Production Course).

301 **Playwriting (3:3).** Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.

302 **Writing for the Screen (3:3).** Study of techniques of script writing, both adaptations and original material. Pr. 171 or ENG 330; COM 202, 203. (B/C Production Course). (Same as ENG 302.)

303 **Broadcast Copywriting (3:3).** Analysis of persuasive radio and television spots and examination of broadcast copywritng techniques with emphasis on development of writing skills for electronic media. Pr. 172.

305 **Film as Art by Women (3:3).** Film as art and women filmmakers. Selected women filmmakers and films that illuminate the way their works differ in content, construction, and vision from films directed by men. Pr. 171.

310 **Media Communication Theory (3:3).** Media Communication Theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies.

311 **Radio and Television Announcing (3:2:2).** Theory and practice of announcing skills and techniques in radio and television broadcasting. Pr. 112, 203, 291, 310. (B/C Production Course).

312 **Broadcast Programming (3:3).** Analysis of principal program genres in radio, television, and cable, with emphasis on notable artistic achievements in major genres. Identification, acquisition, and scheduling of programs. Pr. 172.

313 **Basic Audio Production (3:3).** Basic production techniques of radio including console operation, equipment use, and tape editing. Pr. 203, 291, 310. (B/C Production Course).

320 **Oral Interpretation (3:3).** Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama. *[BL, CBL].*

323 **The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, DCE 323, MUS 323.) *[FA, CFA].*

328 **Technical Practice for the School and Community Theatre (3:3).** Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production. Pr. 122 and admission to appropriate degree program or permission of instructor.

331 **Evidence and Argument in Public Communication (3:3).** How communicators in contemporary society use evidence and argument. Ways in which consumers of controversial communication can improve their analysis and use of reason in everyday thinking and speaking. Pr. COM 231 and Division permission only.

333 **Special Problems (1 to 3).** Guided individual study in an area of special interest to the student. Permission of a faculty supervisor is required prior to registration. May be repeated for credit.

334 **Introduction to Audiology (3:3).** Basic anatomy and physiology of the auditory system, fundamental hearing science, and methods and techniques of hearing measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of hearing disorders. Pr./Cor. COM 240 and either 243 or 134; or permission of instructor.

335 **Sign Language for the Deaf II (3:3).** Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. Pr. 135 or permission of instructor.

336 **Articulation Disorders (3:3).** Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation. Pr. 133, 134, 240, 241.

337 **Language Disorders (3:3).** Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children. Pr. 133, 134, 240, 241.

338 **Voice Disorders (3:3).** Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques. Pr. 133, 134, 240, 241.

339 **Rhythm Disorders (3:3).** Basic theories and principles in the onset, development, and

maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment. Pr. 133, 134, 240, 241.

341 **Business and Professional Speaking (3:3).** Theory and practice of public speaking, including study of audience analysis, choice of speaker's subject and purpose, collecting and organizing materials, and delivering speeches. Non-majors only. *[RD, CRD].*

342 **Communication/Public Relations (3:3).** Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics.

343 **Listening to Communicate (1:1).** Theory and practice of listening to verbal messages; barriers to effective listening; improvement of poor listening skills. Pr. sophomore standing.

344 **Communication and Conflict Management (3:3).** Role and functions of communication in conflict management. Pr. Division permission only.

345 **Interviewing (3:3).** Theories and techniques of various types of interviews, including survey, persuasive, and employment interviews. Experience in simulated interviewing situations. Pr. Division permission only.

346 **Parliamentary Procedure (1:1).** Basic elements of parliamentary procedure, including the structure of organizations under constitutions and by-laws and the conducting of business meetings.

350 **Workshop Theatre Practice (1:0:3).** Supervised production work in the Workshop Theatre. May be repeated for credit.

351 **Acting III (3:1:4).** Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques. BFA Acting majors only. Pr. 251, 252, and permission of acting faculty.

352 **Acting IV (3:1:4).** Intermediate acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations. Pr. 351.

365 **Costuming for the Stage (3:2:3).** Study of historical costume styles in relation to costuming for the modern theatre.

366 **Costume Crafts (3:2:3).** Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.

375 **Stage Scenery (3:2:3).** Principles and practice of designing scenery for the stage. Introduction to technical problems of play production through assignments in the studio. Pr. 122 or permission of instructor.

376 **Stage Lighting (3:2:3).** Basic principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 122 or permission of instructor.

377 **Design Practicum (1-2:0:3-6).** Practice in designing in theatre; preparation of a design assignment for a production presented by the Theatre Division. May be repeated for credit. Pr. Admission to the BFA Design and Technical Theatre program.

380 **News and Documentary in Broadcasting and Cinema (3:3:2).** Development of news and documentary in radio, television, and film. Examination of significant programs and films and their influences on media trends and society. Pr. 171 or 172 or permission of instructor.

390 **Television Laboratory (1 to 2).** Supervised participation in television broadcasting or video production. May be repeated for credit for a maximum of 3 hours. Pr. 203, 291, 310 and approval by Broadcasting/Cinema Division. (B/C Production Course).

391 **Broadcast Newswriting (3:3).** Writing and planning newscasts for broadcast media. Pr. 203, 291, 310, 380 and admission to the Broadcast Journalism concentration of the Media Studies major. (B/C Production Course).

392 **Electronic Field Production (3:3).** Gathering, writing, editing, rewriting, and producing news and features for broadcasting media. Pr. 203, 291, 310. (B/C Production Course).

393 **Introduction to Single Camera Cinematography (3:3).** Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment. Pr. 203, 291, 310, 302. (B/C Production Course).

396 **Creative Drama for the Classroom Teacher (2:2:1).** Elementary school creative drama and its place in the curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation. Not open to theatre majors. Pr. elementary education majors with sophomore standing, or permission of instructor.

399 **Radio-TV-Film Production Workshop (3:0:9).** Guided practice in creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing. May be repeated for credit. Pr. 203, 291, 310 and appropriate to area of practice or permission of instructor. Permission of faculty supervisor required prior to registration. (B/C Production Course).

403 **Writing the Nonfiction Program (3:2:3).** Research, design and writing of nonfiction programs such as documentary, magazine, instructional, and educational programs. Emphasis given to the development and application of writing skills. Involves a weekly production laboratory. Pr. admission to the Media Studies major, 171, 172, and 203.

408 **Sportscasting (3:3).** Development of announcing skills required for sports broadcasting, including play by play. Includes legal aspects of sportscasting. Pr. 311 and 392, or permission of instructor.

410 **Broadcasting Internship (1 to 6).** Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor. Students may repeat enrollments for total of 6 semester hours in 410 and/or 411. Pr. 171, 172, 203, 291, 310 and two additional courses 300-level or above and approval by Broadcasting/Cinema Division. (B/C Production Course).

411 **Cinema Internship (1 to 6).** Field learning experience in local film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor. Students may repeat enrollments for a total of 6 semester hours in 410 and/or 411. Pr. 171, 172, 203, 291, 310 and two additional courses 300-level or above and approval by Broadcasting/Cinema Division. (B/C Production Course).

412 **Communication Internship in Public Relations (1 to 6).** Field learning experience in agencies involved in public relations. Open to majors only. May be repeated for maximum of 6 semester hours credit. Pr. senior standing, COM 342, and approval by Communication Studies Division.

413 **Communication Internship in Organizational Communication (1 to 6).** Field learning experience in applications and control of communication in a variety of organizational settings. Open to majors only. May be repeated for credit for maximum of 6 hours. Pr. senior standing, 514, approval by Communication Studies Division.

420 **Communication Theory (3:3).** Analysis and evaluation of major theoretical areas in speech communication science including language, nonverbal, interpersonal, persuasion, intercultural, and mass media. Pr. Division permission only.

440 **Advanced Radio Laboratory (1 to 2).** Supervised participation at an advanced level of radio broadcasting or program production. May be repeated for credit for maximum of 3 hours. Pr. 203, 291, 310 or permission of instructor. (B/C Production Course).

441 **Advanced Film Laboratory (1 to 2).** Supervised participation at an advanced level of filmmaking and presentation. May be repeated for credit for maximum of 3 hours. Pr. 203, 291, 310. (B/C Production Course).

450 **Advanced Theatre Practice (1:0:4).** Supervised participation at an advanced level in any phase of the theatre production program. May be repeated for credit. Pr. 4 credit hours of 150 and junior standing.

451 **Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3).** Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders. Pr. completion of all 100, 200, and 300-level courses required for the major or permission of the instructor.

454 **Teaching Methods in Speech Communication and Theatre Arts (3:3:4).** Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular speech and theatre activities. Includes internship in public schools as lab. Required for Speech Communication and Theatre Arts teacher certification. (Fall only)

461 **Internship in Teaching the Deaf (12:1:15).** Full-time supervised classroom teaching in one or more classes for the deaf in an acceptable school environment.

462 **Educational Interpreting I (3:3).** Basic principles and strategies of interpreting/transliterating for mainstreamed students who are deaf or hard-of-hearing. Pr. 335 or permission of instructor.

463 **Educational Interpreting II (3:3).** A continuation of Educational Interpreting I with emphasis on technical and specialized terminology. Includes basic introduction of Cued Speech transliterating, oral interpreting, and interpreting for deaf-blind students. Pr. 462 or permission of instructor.

465 **Clinical Practice in the Public School (12).** Clinical practice in speech pathology in the school environment, under supervision of University supervisor and cooperating therapist.

465 **(Education) See PSS 465.**

483 **Teaching Academic Subjects to the Deaf - Primary (3:3).** Methods in teaching academic materials to deaf children with emphasis on elementary level. Utilization of manual and aural skills of deaf students in the classroom.

485 **Teaching Academic Subjects to the Deaf - Secondary (3:3).** Methods of teaching academic materials to deaf children at the secondary level. Importance of using residual hearing as a method of transmission.

486 **Educational Interpreting: Seminar and Practicum (6:3:4).** Field experiences in mainstream programs at elementary, middle school, and high school levels. Observation, notetaking, and participating as interpreter for selected activities. Discussions of field experiences, assignments, projects, and job-related issues. Pr. 463.

487 **Educational Interpreting Internship (12).** Two consecutive full-time interpreting or transliterating assignments in public school mainstream programs under the direction of the cooperating interpreter/transliterator and the University supervisor. Pr. 486.

488 **Interpreting: Sign-to-Voice (3:3).** Development of receptive sign language techniques and voicing skills involved in interpreting or transliterating a signed message into spoken English.

491 **Experimentation (3:1:4).** Experience and analysis of the creative process of building a dramatic role, directing, playwriting, stage design, broadcasting, or film production. For senior majors only. Pr. permission of a faculty supervisor is required prior to registration. Section A-Theatre, B-Broadcasting/Cinema, C-Commmunication Studies, D-Communication Disorders.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501 **Cinevideo Editing (3:3).** Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including the operation of control track editors. Cannot be repeated for credit by students who have taken COM 401 previously. Pr. 20, 291, 310, 393, or permission of instructor. (Formerly COM 401)

502 **Semantics (3:3).** Words and symbols; how words get their "meaning"; referents. General semantics, including its criticisms of traditional reasoning and its theory for improving human thought and communication. Pr. permission of instructor.

505 **Speechwriting (3:3).** Composition and delivery of advanced informative and persuasive speeches. Methods of speech writing; special attention to manuscript delivery. Pr. 105, 231, or 341.

507 **Media Law and Ethics (3:3).** Study of media law and questions of ethics as they apply to broadcasting and motion pictures. Pr. admission to the Media Studies major, graduate standing or permission of instructor.

508 **Media Management (3:3).** Introduction to the principles and practices of managing broadcast/cable operations and producing film/video production. Pr. graduate standing or COM 172 and 310 and permission of instructor.

509 **Media Sound Production (3:3).** History, aesthetics, and techniques of sound production in media. Pr. 203, 210, 291, 310, 313. (B/C Production Course).

510 **Intermediate Cinevideography (3:3).** Further study of the use of the camera to communicate visual ideas. Development of skills using 16mm cinematography. Pr. 392, 393 or permission or instructor. (B/C Production Course).

512 **TV and Film Lighting (3:2:3).** Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects. Pr. 300 or permission of instructor. (B/C Production Course).

514 **Organizational Communication (3:3).** Theories of interpersonal and oral communications. Emphasis upon the use of oral communication to accomplish organizational objectives. Same as MGT 514. Pr. Division permission only.

515 **Film Theory (3:3).** Study of the principal theories of film through the writings of critics, theorists, and directors. Pr. 171 or ENG 330, 310 or graduate standing.

516 **Advanced Film and Television Writing (3:3).** Advanced study of screenwriting with emphasis on writing of original full-length material. Pr. 291, 302 or permission of instructor. (B/C Production Course).

517 **The Auteur Director (3:2:3).** Works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 171, or ENG 330, or permission of instructor. (Same as ENG, FRE, ITA, SPA 517.)

518 **Studies in Film Genre (3:2:3).** Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. 171, or ENG 330, or permission of instructor. (Same as ENG, FRE, ITA 518.)

519 **Film Animation (3:3).** Study and practice of techniques of animated film. Pr. 393 or permission of instructor. (B/C Production Course).

520 **Advanced Oral Interpretation (3:3).** Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature. Pr. 320 or graduate standing.

521 **Radio and Television Genres (3:3).** Examination of radio and television genres such as situation comedy, docudrama, reality-based programs, melodrama, sports, live events, performing arts, game shows, avant garde video works, and music programs. Pr. 171, 172.

522 **Advanced Stagecrafts (3:2:3).** Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials. Pr. 122 and admission to appropriate degree program or permission of instructor.

523 **Technical Direction (3:3).** Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects. Pr. 122 and 375 or 376, and junior, senior, or graduate standing, and admission to appropriate degree program or permission of instructor.

524 **Professional Theatre Audition Techniques (3:3).** Audition theory, techniques, and practice for theatre, television, and films. Pr. 251, 252, 351, 352, and admission to appropriate degree program or permission of instructor.

527 **Speech Problems and the Classroom Teacher (3:3).** Normal speech and language development and deviations. Corrective techniques; speech and language pathologist-classroom teacher relationship. Not open to Communication Disorders majors.

529 **Voice and Speech Production (3:3).** Physiology of the vocal mechanism; phonetics; dialects; exercises designed to develop vocal strength, resonance, and flexibility.

530 **Group Communication (3:3).** Theory and practice of small group communication, emphasizing student participation. Methods of leadership. Significant research in speech communication as it relates to group methods. Pr. seniors and graduate students only; Division permission.

531 **Persuasive Speaking (3:3).** Theory and practice of persuasive public communication; preparation and delivery of persuasive speeches. Pr. 105, 231 or 341, or graduate standing, and Division permission.

532 **Freedom of Speech and Censorship (3:3).** Issues and cases of freedom of speech and censorship. Significant First Amendment theories. Fundamentals of media law. Contemporary problems of political dissent and artistic freedom.

533 **Scene Painting I (3:1:4).** Tools, materials, and techniques of scene painting. Pr. 122 and 375, and admission to appropriate degree program or permission of instructor.

534 **Scene Painting II (3:1:4).** Advanced problems in scene painting. Pr. 122, 375 and 533, and admission to appropriate degree program or permission of instructor.

535 **Scene Drafting and Construction (3:3).** Advanced problems in scene construction combined with the development of scene drafting skills and techniques. Pr. 375 and admission to appropriate degree program or permission of instructor. Offered in alternate years.

536 **Stage Management (1-2).** The role of the stage manager. Supervised participation as a stage manager in the theatre production program. May be repeated for a total of three credits. Pr. 122 and 541, or permission of instructor.

537 **American Public Address (3:3).** Selected aspects of American public discourse since the colonial era. Emphasis varies by semester.

538 **Contemporary Public Address (3:3).** Significant speakers in the United States from FDR to the present, including Truman, MacArthur, Nixon, Johnson, King, and Kennedy. Emphasis on political speaking; standards of public address in modern society. Pr. Division permission.

540 **Directing for Television (3:2:3).** Fundamental principles of directing for television. Laboratory directing experience. Pr. 313, 392 or 393 or permission of instructor. (B/C Production Course).

541 **Directing (3:3).** Fundamental principles of directing for the theatre including adapting literature for performance. Pr. second semester junior standing and admission to appropriate degree program or permission of instructor.

542 **Directing Practicum (1:0:3).** Practice in directing the play; preparations of a 20- to 30-minute play or excerpt, and presentation in the Workshop Theatre. Required of BA and BFA Theatre Arts candidates in the semester following enrollment in 541. Pr. 541 and admission to appropriate degree program or permission of instructor.

543 **Stage Costume Design (3:2:3).** Elements of design in relation to costume design and the graphic interpretation, with these fundamentals, of characters from plays. Pr. admission to appropriate degree program or permission of instructor.

544 **Scene Design (3:1:6).** Advanced problems of scenic design for single-set productions. Pr. 375 and admission to appropriate degree program or permission of instructor.

545 **Advanced Stage Lighting Design (3:2:3).** Advanced problems of stage lighting design; lighting equipment application and innovation. Pr. 376 and admission to appropriate degree program or permission of instructor.

547 **Multi-Set Design Techniques (3:1:6).** Preparation of designs and solving of production problems of multiset plays in relation to various stage forms. Pr. 375 and admission to appropriate degree program or permission of instructor.

549 **Historical Costume Pattern Drafting and Draping (3:1:6).** Theory and practice in costume construction; basic pattern-making techniques for stage costumes. Pr. 365, 366, and admission to appropriate degree program or permission of instructor.

550 **Stage Millinery and Accessories (3:1:4).** Historical millinery and accessories in relation to stage adaptation; design and construction techniques. Pr. 365 or permission of instructor.

551 **Speech and Language Disorders: Diagnostic Procedures (3:2:2).** Differential diagnosis of speech, language, voice, and rhythm problems. Pr. permission of instructor.

554 **Speech Science (3:3).** Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication. Pr. 133, 134, 240, 241.

555 **Sign Language III (3:3).** Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings. Pr. 335 or permission of instructor.

556 **Aural Rehabilitation (3:3).** Principles and methods of auditory training, speech reading, and use of sensory aids. Pr. 334 or 570 or permission of instructor.

557 **Interpreting: English to ASL I (3:3).** Analysis of the linguistic principles of American Sign Language and its role in the education of deaf and hard-of-hearing children and in the Deaf community. Pr. 555 or permission of instructor.

558 **Interpreting: English to ASL II (3:3).** Further study of American Sign Language with emphasis on the use of linguistic principles to interpret concepts presented in English. Pr. 557.

559 **Gender and Communication Theory (3:3).** Examination of gender and issues of theory construction in rhetoric and communication science. In-depth analysis of gender in relation to persuasive, linguistic, nonverbal, and interpersonal communication.

560 **Cases in Applied Communication (3:3).** Seminar in applying communication theory and research to actual situations through published cases. Pr. permission of Division.

561 **Advanced Public Relations (3:3).** Advanced instruction in the preparation of public relations tools and classroom examination of public relations case studies. Pr. 342 or equivalent, and permission of Division.

562 **Communication and Change in Organizations (3:3).** Instruction in communicating changes into existing organizations. Methods of creating

a climate for change, diffusing new ideas and technologies, and assessing change consequences. Pr. permission of Division.

563 **Presidential Rhetoric (3:3).** An examination of twentieth century American presidential leadership and influence through the analysis of significant crises and addresses.

565 **Communication and Theatre Field Studies (1-3:3).** Guided off-campus study in the Communication and Theatre disciplines. Travel required. Site and topic will vary from semester to semester. May be repeated for up to 4 credit hours.

567 **Phonetics (3:3).** Analysis of phonemes of the English language as a basis for speech improvement and the correction of severe speech disorders; voice mechanism; practice in narrow transcription of International Phonetic Alphabet. Pr. 133, 134, 240, 241.

568 **Psychoacoustics (3:3).** Principles underlying perception of pitch, loudness, and various other auditory phenomena. Focus on speech intelligibility and the relationships between acoustic elements and elicited responses. Pr. 133, 134, 241, or permission of instructor.

570 **Audiology (3:3).** Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function. Pr. 334 or permission of instructor.

571 **Clinical Practice in Speech-Language Pathology (1 to 3).** Clinical methods in diagnosis and therapy. May be repeated for credit. Pr. permission of instructor.

572 **Issues in Educational Interpreting (3:3).** A study of the state and national code of ethics for interpreters/transliterators. Educational, cultural, legislative, and professional issues are addressed as they relate to the field of educational interpreting.

574 **Advanced Clinical Audiology (3:3).** Pediatric audiology; non-organic hearing loss; differential diagnosis; special problems in diagnosis. Pr. 570.

575 **Instrumentation for Communication Disorders (3:3).** Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications. Pr. 133, 134, 241, or permission of instructor.

576 **Clinical Practice in Audiology (1 to 3).** Supervised clinical practice in evaluation of hearing and management of hearing impairment. Pr. 570 or permission of instructor.

577 **Teaching Speech to the Deaf (3:3).** Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages.

578 **Teaching Language to the Deaf (3:3).** Systems for developing language in the individual with severe hearing impairment. Pr. 240 or equivalent.

579 **Theatre Management (3:3).** Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs. Pr. drama major, and admission to appropriate degree program or permission of instructor.

580, 581, 582 **Theatre History I, II, III (3:3), (3:3), (3:3).** Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600-1850; third semester: 1850 to the present. *[FA, CFA - COM 582 only]*

583, 584 **Period Styles of Stage Decor I, II (3:3), (3:3).** First semester: Architectural styles and decoration from Antiquity to the Renaissance. Second semester: Architectural styles and decoration from the Renaissance to the present. Pr. Admission to BFA, MFA design program or permission of instructor.

585 **Advanced Radio-TV-Film Production (3:2:3).** Advanced application of principles and techniques of radio, television, or film production. Pr. 300, 392 or 393, and permission of instructor or graduate standing. (B/C Production Course).

586 **Non-Western Theatre. (3:3).** Theatre and dramatic literature in India, China, Japan, and Africa. *[NW, CNW]*

588 **Documentary Production (3:2:3).** Documentary construction, research, planning and production techniques. Further development of video production skills in supervised laboratory project. Pr. 300, 391, 392 or 393, or graduate standing. COM 380 is recommended. (B/C Production Course).

589 **Experimental Course: Theatrical Rendering Techniques (3:3).** Exploration of theatrical rendering techniques for stage designers. Experimentation with different drawing and painting mediums to assist students in developing their

portfolios. Pr. admission to MFA or BFA Design Program.

589A **Experimental Course: Feature Journalism for Broadcast (3:3).** Pr. 391.

590 **Acting V (3:1:4).** Practical application of Stanislavski's Method of Physical Action. Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists. Pr. 351 and 352, and admission to appropriate degree program or permission of instructor.

592 **Period Acting I (3:1:4).** Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period. Pr. 251, 252, and ENG 227 and admission to appropriate degree program or permission of instructor.

594 **Applied Summer Theatre II (1-4:0:3-12).** Intensive experience in one or more areas of summer theatre production. Pr. 256 and admission to appropriate degree program or permission of instructor.

596 **Creative Dramatics for School and Community (3:2:2).** Research and literature for creative dramatics for children, ages five through 14. Practice in leading groups of children in creative dramatics. Pr. admission to appropriate degree program or permission of instructor.

597 **Puppetry (3:2:2).** Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets. Pr. admission to appropriate degree program or permission of instructor.

598 **Children's Theatre for School and Community (3:2:2).** Research and literature of children's theatre; methods of producing plays with children in school and community situations. Pr. admission to appropriate degree program or permission of instructor.

599 **Acting for the Camera (3:2:2).** Practical experience in camera technique for actors in dramatic film and television production. For advanced undergraduates and graduate students in Theatre. Pr. admission to appropriate degree program or permission of instructor.

For Graduate Students Only

600A **Introduction to Graduate Study (Theatre) (3:3).**

600B **Introduction to Graduate Study (Broadcasting/Cinema) (3:3).**

600C **Introduction to Graduate Study (Communication Studies) (3:3).**

600D **Introduction to Graduate Study (Communication Disorders) (3:3).**

601 **Special Topics in Child Speech and Language Development (3:3).**

602 **Seminar in Speech Pathology - Organic Disorders (3:3).**

603 **Seminar in Voice Problems (3:3).**

604 **Seminar in Rhythm Problems (3:3).**

605 **Seminar in Speech and Language Pathology (3:3).**

606 **Seminar in Aphasia (3:3).**

607 **Seminar in Cerebral Palsy (3:3).**

608 **Seminar in Cleft Palate (3:3).**

609 **Seminar in Alaryngeal Speech (3:3).**

610 **Seminar in Clinical Audiology (3:3).**

611 **Hearing Aids and Residual Hearing (3:3).**

612 **Seminar in Speech Communication (3:3).**

613 **Education of the Multihandicapped Deaf Child (3:3).**

614 **Language Disorders in Children (3:3).**

615 **Seminar on Deafness (3:3).**

616 **Preschool Hearing-Impaired Children (3:3).**

617 **Teaching Reading to Hearing-Impaired Individuals (3:3).**

618 **Writing Short Scripts (3:3).**

620 **Seminar in Cine-Video Analysis (3:3).**

621 **Seminar in Lighting (3:3).**

622 **Seminar in Design (3:3).**

623 **Costume Design Seminar. (3:3).**

624 **Advanced Cinematography (3:3).**

625 **Seminar in Broadcasting-Film (3:3).**

631 **Directing the Forensic Program (3:3).**

632 **Seminar in Communication Ethics (3:3).**

636 **Directing for the Camera (3:3).**

639 **Applied Play Directing (3:1:4).**

641 **Advanced Play Directing (3:3).**

642 **Directing Period Plays (3:3).**

643 Directing Seminar (3:3).
644 Studies in Acting (3:3).
645 Advanced Dynamics I (1:0:3).
646 Advanced Dynamics II (1:0:3).
650A Independent Study (Theatre) (1 to 3).
650B Independent Study (Broadcasting/Cinema) (1 to 3).
650C Independent Study (Communication Studies) (1 to 3).
650D Independent Study (Communication Disorders) (1 to 3).
652 Advanced Communication Theory I (3:3).
659 Seminar in Drama and Theatre History (3:3).
660 Drama Theory and Criticism (3:3).
661 Modern Theatre Styles (3:3).
662 Advanced Communication Theory II (3:3).
663 Seminar in Interpersonal Communication (3:3).
664 Research Methods in Communication (3:3).
666 Acting Seminar (3:3).
673 Communication Disorders: Clinical Supervision (3:3).
677 Internship in Communication Disorders (3 to 9).
678 Graduate Practicum in Film/Video (3:0:9).
680 Graduate Practicum in Theatre (3:0:9).
681 Contemporary Acting II (3:1:4).
682 Period Acting II (3:1:4).
688 Research Design in Communication Disorders (3:3).
690 Stage Dialects (3:3).
691 Advanced Experimentation (3:1:4).
693 Classical Rhetoric (3:3).
694 Modern Rhetorical Theory and Criticism (3:3).
695 Master Production in Theatre (3:0:9).
696 Advanced Creative Drama (3:3).
697 Master Production in Film/Video (6:0:18).
698 Experimental Design in Communication Disorders (3:3).
699A Thesis (Theatre) (3 to 6).
699B Thesis (Broadcasting/Cinema) (3 to 6).
699C Thesis (Communication Studies) (3 to 6).
699D Thesis (Communication Disorders) (3 to 6).
800A Graduate Registration (Theatre) (0).
800B Graduate Registration (Broadcasting/Cinema) (0).
800C Graduate Registration (Communication Studies) (0).
800D Graduate Registration (Communication Disorders) (0).
801A Graduate Registration (Theatre) (0).
801B Graduate Registration (Broadcasting/Cinema) (0).
801C Graduate Registration (Communication Studies) (0).
801D Graduate Registration (Communication Disorders) (0).

Department of English

132A McIver Building

James E. Evans, Professor and Head of the Department

Professors Beale, Chappell, Cushman, Darnell, Ellis, Gibson, Shapiro, R. Stephens; Associate Professors Arndt, Baker, Brewer, Bulgin, Davis, Ferguson, Griffith, Kelly, Kirby-Smith, Langenfeld, Lautermilch, May-Lombardi, R. McDonald, Roskelly, Tisdale, Yarbrough, Zacharias; Assistant Professors Chiseri-Strater, Hodgkins, Meyerson, Parker, Roberts, Tucker; Visiting Assistant Professor Dischell; Adjunct Assistant Professor Mille; Lecturers Beatty, Clark, Cline, Covington, Gingher, Huger, Kuwahara, G. McDonald, Meyers, Queen, Rosenblum, Schurer, E. Stephens, White, Yardley

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offering the full range of literary and rhetorical studies permits students to pursue work leading to the M.A., M.Ed., and Ph.D. The unusually fine writing program offers courses both to undergraduates seeking the B.A. degree and to graduate students seeking the M.F.A. degree.

English Major (Bachelor of Arts)

Required: 122 semester hours.

The English Major participates in a diversified program. After course work that provides an increasingly intensified study of language and literature, English and American and, if one chooses, foreign literature in translation, the English major upon graduation is unusually well qualified to enter any field that does not require previous technical and professional training.

Many students will seek certification to teach, and others will choose to enter graduate schools. English has long been recognized as a desirable major for prelaw and premedical students. It is recommended as a major for students who wish to enter such fields as journalism, editing, communications, advertising, and personnel work.

A "Guide for English Majors and Minors," available upon request from the departmental office, provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The department offers two major programs leading to the B.A. degree: "English" and "English — High School Teaching." Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal certification agreements. A student may declare either major upon matriculation;

to change one's major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

Additionally, a 24-hour concentration in English meets the requirement of a second major for Elementary and Middle Grades Education (School of Education) and certain other University programs in education which require the second major (consult with your major advisor or with the Director of Undergraduate Studies in English).

For both major programs, a minimum of 27 hours of English above the 100 level is required. No requirement for the major may be met by a grade lower than C-. The courses must be distributed as follows:

For the degree, B.A. in English:

1. ENG 211, 212, 251. These requirements are intended to afford students an overview of English and American literature that will give perspective and the means of more capably choosing courses. The survey courses should be taken in the sophomore and junior years.
2. One course in language (ENG 260, 261, 321, 513) or criticism (303, 531, 549, 551) or creative writing (221, 222, 225, 226, 325, 326) or expository writing and journalism (219, 223, 319, 320, 322, 323, 327, 519, 520, 522, 523, 524).
3. Four courses in literature:

   Two courses in major authors or genres, one before 1800 (ENG 336, 339, 340, 381, 536, 539, 540, 541, 555, 556, 567), and one after 1800 (349, 350, 351, 352, 353, 358, 382, 534, 548, 557, 558, 559, 563, 568, 582).

   Two courses in literary movements or period surveys, one before 1800 (ENG 337, 338, 342, 360, 510, 537, 542, 561), and one after 1800 (331, 333, 344, 345, 346, 355, 374, 376, 532, 533, 544, 545, 550, 552).
4. One additional course in English at the 200 level or above.

For the degree, B. A. in English — High School Teaching:

1. English 211, 212, 251.
2. English 321.
3. Four courses in literature:

   Two courses in major authors or genres, one before 1800 (ENG 336, 339, 340, 381, 536, 539, 540, 541, 555, 556, 567), and one after 1800 (349, 350, 351, 352, 353, 358, 382, 534, 548, 557, 558, 559, 563, 568, 582).

   Two courses in literary movements or period surveys, one before 1800 (ENG 337, 338, 342, 360, 510, 537, 542, 561), and one after 1800 (331, 333, 344, 345, 346, 355, 374, 376, 532, 533, 544, 545, 550, 552).
4. English 322.

Besides completing the above courses in English, candidates for the teaching certificate must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of the National Teacher's Exam, and course work outside the English Department. For full current information about all requirements see **Teacher Education** in Chapter 5 and the UNCG Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75, overall and in the major.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

HONORS IN ENGLISH

Requirements

Nine semester hours to consist of:

3 hours of HSS 490 (Honors Thesis)

3 hours of ENG 494 (Honors Seminar)

3 hours of any English Honors course above the 100 level

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared English Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in English" will be printed on the student's official transcript.

ENGLISH MINOR

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the departmental faculty advisor as early as possible for help in planning a program.

Requirements:

1. Any two courses, to be chosen by the student, from among the following: ENG 201, 202, 211, 212, 251, 252.
2. No more than six hours at the 100 level (but see head note, above); and at least six hours at the 300 level or above.

ENGLISH COURSES (ENG)

For Undergraduates

100 Basic Writing (0:3). Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing. Does not fulfill the University writing requirement. Credit does not apply toward graduation. Roskelly and staff.

101 English Composition I (3:3). Introduces the aims and strategies of informative, deliberative, and reflective writing. Emphasis on the writing/revising process and on critical reading. Roskelly and staff. *[RD, CRD].* (FA,SP)

102 English Composition II (3:3). Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Pr. 101, or FMS 103. Roskelly and staff. *[RD, CRD].* (FA,SP)

103 English as a Second/Foreign Language (3:3). Emphasis on the active use of language skills: speaking, listening, reading, writing. Restricted to students whose first language is not English. Does not satisfy the University composition requirement.

104 Approach to Literature (3:3). Humanist tradition in literature. Reading and discussion of fiction, poetry, and drama with an emphasis on a variety of major themes and their relevance to contemporary life.

105 Introduction to Narrative (3:3). Close reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. Griffith and staff. *[BL, CBL].* (FA,SP)

106 Introduction to Poetry (3:3). Close reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical,

cultural, and literary backgrounds as appropriate. Kelly and staff. *[BL, CBL].* (FA,SP)

107 Introduction to Drama (3:3). Close reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. Griffith and staff. *[BL, CBL].* (FA,SP)

201 European Literary Masterpieces (3:3). Extensive reading of works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Rosenblum. *[WL, CWL].* (FA/SP)

202 European Literary Masterpieces (3:3). Extensive reading of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Griffith, Rosenblum. *[WL, CWL].* (FA/SP)

211 Major British Authors: Medieval to Neoclassical (3:3). Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

212 Major British Authors: Romantic to Modern (3:3). Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others. Kelly and staff. *[BL, CBL].* (FA,SP)

219 Journalism I: Fundamentals of Newswriting (3:3). Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing laboratory and lecture. Covington, Queen, Yardley. (FA,SP)

221, 222 Writing of Poetry (3:3), (3:3). Introductory workshop in writing poetry for students beyond the freshman year. Pr. satisfaction of BL or CBL requirement. Dischell, Kirby-Smith, Lautermilch, Shapiro. (221-FA; 222-SP)

223 Writing of Essays (3:3). Course in reading and writing the essay, with particular attention to style and voice. Pr. 101 or exemption. Meyers, Tucker, Yarbrough, White. *[RD, CRD].* (FA,SP)

225, 226 Writing of Fiction (3:3), (3:3). Introductory workshop in writing fiction for students beyond the freshman year. Pr. satisfaction of BL or CBL requirement. Clark, Parker, Zacharias. (225-FA; 226-SP)

235 Science Fiction (3:3). Historical and critical study of science fiction in the twentieth century. Chappell. (FA/SP)

236 Genre Fiction (3:3). Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary. Chappell.

251 Major American Authors: Colonial to Romantic (3:3). Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Poe, Whitman, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

252 Major American Authors: Realist to Modern (3:3). Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Twain, Frost, Faulkner, Hemingway, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

260 Introduction to the English Language (3:3). Relationship between the English language as a system and individual uses of the language - both literary and nonliterary. Techniques for describing language, theories about language, and introduction to the structure and history of English. Rhetoric and literature as different types of performance in language. Some analysis of poetry and of the language of politics and advertising. Beatty, Brewer. (FA)

261 Dialects of American English (3:3). Consideration of the historical, geographical, and social factors which have influenced the varieties of modern American English, the methodology of dialect study, and the representation of dialects in American literature. Brewer.

301 Writing Public Discourse (3:3). Practice in writing public discourse. Attention to effective use of sources and to different levels of audience. No student may receive credit for both this course and 102. Pr. Jr. or Sr. standing. *[RD, CRD].*

302 Writing for the Screen (3:3). Study of techniques of script writing, both adaptations and original material. Pr. 330 or COM 171 or permission of instructor. (Same as COM 302.)

303 Approaches to the Study of Literature (3:3). Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. Griffith and staff.

311, 312 Literary Studies Abroad (3:3), (3:3). Selected literary topics - themes, authors, genres, periods - with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad. Summer session only.

315 **Literature of Africa and Asia (3:3).** Reading, analysis, discussion of significant literary works embodying the values of non-western cultures. Emphasis on identification and appreciation of Third World perspectives. Pr. sophomore standing or higher. *[WL, CWL].*

319 **Journalism II: Editing the Newspaper (3:3).** Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design and writing editorials. Pr. 219 or permission of instructor. Cline. (FA,SP)

320 **Journalism III: Feature Writing and Reviewing (3:3).** Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts. Pr. 219 or permission of instructor. Gingher.

321 **Modern Grammar (3:3).** Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a state requirement for prospective English teachers. Brewer. (FA,SP)

322 **Principles of Composition (3:3).** Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Pr. University reasoning and discourse requirements must already have been met. For students seeking certification in English, it is recommended that 321 be taken first. Chiseri-Strater, Roskelly, White. (FA,SP)

323 **Advanced English Composition (3:3).** Advanced course in persuasive writing with emphasis on audience, presentation, and strategies of inquiry. Pr. completion of Reasoning and Discourse requirement. (FA,SP)

324 **Practicum: Tutoring Writing (1:1:3).** Training and experience in teaching writing in individualized or small-group tutorial sessions in the University Writing Center. May be repeated twice for a total of 3 semester hours. Pr. 321, 322, or permission of instructor. Meyers. (FA,SP)

325 **Writing - Intermediate: Fiction (3:3).** Student fiction discussed in class and individual conferences. Parallel reading and discussion of works by contemporary novelists and short-story writers. Pr. permission of instructor. Chappell, Clark, Parker, Zacharias. (SP)

326 **Writing - Intermediate: Poetry (3:3).** Student poetry discussed in class and individual conferences. Parallel reading and discussion of works by contemporary poets. Pr. permission of instructor. Dischell, Kirby-Smith. (FA/SP)

327 **Writing in the Professions (3:3).** Instruction and practice in the principal types, organizational principles, and styles of writing in a variety of professional settings, including businesses, government agencies, and public service agencies. Pr. University reasoning and discourse requirement must already have been met. Langenfeld. (SP)

329 **Literature and Film (3:3).** Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

330 **Approach to Film (3:3).** Historical, artistic, technical, and literary values of the film, with special emphasis on works by Chaplin, Welles, Eisenstein, Bergman, and Fellini.

331 **Women in Literature (3:3).** Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry. Gibson, May-Lombardi. *[BL, CBL].* (FA/SP)

333 **Modern Southern Writers (3:3).** Fiction, poetry, drama of the modern South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Ransom, Dickey, others. R. Stephens. (FA/SP)

336 **Introduction to Chaucer (3:3).** Chaucer's major poetry examined within the context of medieval cultural traditions. Readings in the early dream visions, *Troilus and Criseyde,* and selected *Canterbury Tales.* Attention given to language and pronunciation. For advanced undergraduates. Tisdale. (FA/SP)

337 **English Literature to 1500 (3:3).** Culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some in Middle English in translation. Baker, Kelly, Tisdale. (FA/SP)

338 **Renaissance Poetry and Prose, 1500-1610 (3:3).** English Renaissance lyric, romance, prose; study of continental backgrounds; emphasis on development of thought and style. Hodgkins. (FA/SP)

339 **Shakespeare: Early Plays and Sonnets (3:3).** Twelve plays studied including *The Merchant of*

Venice, Henry IV, Romeo and Juliet, As You Like It, Twelfth Night, and *Hamlet.* Hodgkins, Kelly, R. McDonald, Rosenblum, Tucker. *[BL, CBL].* (FA,SP)

340 **Shakespeare: Later Plays (3:3).** Twelve plays studied, including *Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure,* and *The Tempest.* Kelly, R. McDonald. *[BL, CBL].* (FA,SP)

341 **Themes in Literature (3:3).** Study of a major theme in literature of general interest. Through a variety of sources, mainly literature, but including art, film, history, and music, the class will explore the dimensions and complexities of the theme. May be repeated for credit when theme varies. *[BL, CBL].* (FA/SP)

342 **The Seventeenth Century (3:3).** Main lines of thought and style noted in major writers from beginning of century through Milton and Bunyan. Emphasis on lyric and meditative poetry of the metaphysicals. Hodgkins, Tucker. (FA/SP)

344 **Romantic Poetry and Poetics (3:3).** Intensive study of works by Wordsworth, Coleridge, Shelley, Keats, and Byron, with attention to development of Romantic movement. Gibson, May-Lombardi. (FA/SP)

345 **Victorian Literature (3:3).** Major Victorian writings exclusive of the novel: poems by Browning, Tennyson, Rossetti, and others; prose works by Carlyle, Arnold, Mill, and others. Bulgin, Gibson. (FA/SP)

346 **English Literature from Victorian to Modern (3:3).** Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells. Cushman, Langenfeld. (FA/SP)

349 **English Novel from Defoe to Hardy (3:3).** Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, Dickens, and others. Evans, Gibson. (FA/SP)

350 **The Twentieth-Century English Novel (3:3).** Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene. Cushman. (FA/SP)

351 **The American Novel through World War I (3:3).** Historical and critical study of Hawthorne, Twain, James, and others. Darnell, Davis, Ellis, Griffith. (FA/SP)

352 **Twentieth-Century American Novel (3:3).** Historical and critical study of Fitzgerald, Hemingway, Faulkner, and other novelists to 1950. Darnell, Davis, Ellis, Griffith. (FA,SP)

353 **The Contemporary Novel (3:3).** Historical and critical study of such novelists as Bellow, Updike, Golding, and Fowles. Ellis, Zacharias. (FA/SP)

355 **Between World Wars: American Literature 1920-1940 (3:3).** An examination of American culture between World Wars I and II as reflected in the literature from 1920-1940. Davis. (FA/SP)

358 **Modern Poetry (3:3).** Poets and schools of poetry, British and American, from 1915 to the present, with emphasis on the great variety of styles and subjects. Chappell, Cushman, Kirby-Smith, Shapiro. (FA,SP)

360 **English Neoclassicism (3:3).** Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Pope, Swift, Johnson, and others. Evans, Tucker. (FA/SP)

365 **Experimental Course: Early American Literature (3:3).** Examination of three themes in American literature 1600-1800: attitudes toward nature; attitudes toward women; and attitudes toward non-whites. Roberts.

371 **Literary Study of the Bible (3:3).** The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. Arndt. *[WL, CWL].* (FA/SP)

374 **Early African American Writers (3:3).** Critical survey of the traditions, ideas, techniques, and directions of African American writing from its beginnings to the early Harlem Renaissance. Ferguson. (FA/SP)

376 **African American Writers after the 1920s (3:3).** Critical survey of the traditions, thought, and directions of African American writing from the late Harlem Renaissance to the present. Ferguson. (FA/SP)

381 **English Drama to 1800 (3:3).** Critical, cultural, and historical study of the English drama — excluding Shakespeare — from medieval plays to eighteenth-century comedy: Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others. Tucker. (FA/SP)

382 **Modern British and American Drama (3:3).** Historical and critical survey of British and

American drama 1890 to the present: Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and others. Cushman, Lautermilch. (FA/SP)

401 Internship in Journalism and Editing (3:3). Field experience for senior English majors with a newspaper or magazine publisher. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Pr. permission of Director of Undergraduate Studies in English. (FA,SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

494 Senior Honors Seminar (3:3). Study of an important topic in Literature, Criticism, Theory, or Rhetoric. Pr. English major with senior standing, and either enrollment in the University Honors Program or a minimum 3.3 overall GPA. (FA)

For Advanced Undergraduates and Graduate Students

Prerequisite for credit in all courses in literature listed below: successful completion of at least six hours of approved courses in English and American literature at the 300-level or above.

505 Literary Biography (3:3). Development of literary biography and autobiography from early to modern times; biography as a literary genre; humanistic values in biography.

510 Old English (3:3). Language and literature of the Anglo-Saxon period (600-1100 A.D.). Language studied primarily in conjunction with literary texts. Tisdale.

513 History of the English Language (3:3). Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English. Brewer.

517 The Auteur Director (3:2:3). Works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 330 or COM 171 or graduate standing. (Same as COM, FRE, ITA, SPA 517.)

518 Studies in Film Genre (3:2:3). Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. 330 or COM 171 or graduate standing. (Same as COM, FRE, ITA 518.)

519 Contemporary Publishing (3:3). Current practices in the publishing industry from manuscript preparation to the printed book or magazine. Pr. consent of instructor. Langenfeld.

520 Research Writing (3:3). Analysis of situations requiring research-based reports; practice in using sources of information; practice in reporting research in appropriate formats.

521 Contemporary American Prose Style (3:3). Study of the style, rhetoric, and themes of contemporary American literary nonfiction, including Wolfe, Capote, Mailer, Didion, and others. Emphasis on rhetorical criticism and implications for rhetorical theory.

522 Teaching Composition: Theories and Applications (3:3). Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Pr. 321 or 660 desirable. Roskelly.

523 Writing - Advanced: Nonfiction (3:3). Workshop in writing and publishing essay and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting). Pr. for undergraduates: marked ability in writing, permission of instructor. Chiseri-Strater.

524 Writing - Advanced: Analytical and Technical (3:3). Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing. Pr. consent of instructor.

525, 526 Writing - Advanced: Fiction (3:3), (3:3). Pr. open only to students in the MFA Writing Program. Chappell, Zacharias.

527, 528 Writing - Advanced: Poetry (3:3), (3:3). Pr. open only to students in the MFA Writing Program. Chappell, Shapiro.

529, 530 Writing - Advanced: Plays (3:3). Pr. open only to students in the MFA Writing Program.

531 Feminist Theory and Women Writers (3:3). Examines gender and creativity, women's place in literary tradition, and connections between art, genre, race, and class. Focuses on contemporary theory and on literary works from one historical period. Gibson.

532 **American Romantic Writers (3:3).** Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from Brahmin and Transcendentalist groups. Authors and topics to vary. Darnell.

533 **American Realistic Writers (3:3).** Selected major realistic and naturalistic writers: Twain, James, Howells, Frederic, and authors from the Naturalistic school. Authors and topics to vary. Darnell, Griffith.

534 **The Modern American Novel (3:3).** Major works by Faulkner, Hemingway, Fitzgerald, and others. Davis, Ellis.

536 **Chaucer (3:3).** Chaucer's major works, including *The Canterbury Tales* and *Troilus and Criseyde*. Baker, Kelly, Tisdale.

537 **Middle English Literature (3:3).** Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Tisdale.

539 **Major Elizabethan Writers (3:3).** Spenser and one or more authors, such as Sidney, studied in relation to literary, cultural, and political movements. Attention given to continental influences. Kelly.

540 **Shakespeare, Eight Plays (3:3).** Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. Kelly, R. McDonald.

541 **Milton (3:3).** Milton's major poems and his most important prose works in their seventeenth-century setting. Hodgkins.

542 **Metaphysical Poets (3:3).** English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell, and Vaughan. Hodgkins.

544 **English Romantic Writers (3:3).** Major English Romantic poets, Wordsworth through Keats, with attention also to essayists and letters. Gibson, May-Lombardi.

545 **English Victorian Writers (3:3).** Major Victorian writers, Tennyson through the Pre-Raphaelites, with attention also to their essays and letters. Gibson.

548 **The Modern Novel (3:3).** Selected novelists with comparison of English and American masters. Cushman, Davis, Ellis.

549 **Literary Criticism: the Major Texts (3:3).** Important critical writings from Plato to modern times. Special attention to English criticism. Bulgin.

550 **Modern English Writers (3:3).** Selected outstanding twentieth-century writers: essayists, novelists, dramatists, and poets. Cushman.

551 **Modern Literary Theory (3:3).** Survey of literary theory from the linguistics of Saussure through recent developments in post structuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature. Gibson, Meyerson.

552 **Southern American Writers (3:3).** Principal authors, literary movements related to development and influence of Southern tradition in American literature. Davis, R. Stephens.

553 **Topics in English Studies (3:3).** Studies in selected topics in English or American literature or language. May be repeated once for credit when topic varies.

555 **English Renaissance Drama (3:3).** Representative plays with brief readings in medieval drama and emphasis on the Elizabethan and early Stuart periods, exclusive of Shakespeare. Treatment of style, content, and literary history. R. McDonald.

556 **English Drama of the Restoration and Eighteenth Century (3:3).** Principal dramatists from 1660 to 1800 with special attention to Congreve and Sheridan. Evans.

557 **Contemporary American and British Poetry (3:3).** Critical and historical study of American and British poetry from World War II to the present. Cushman, Shapiro.

558 **Twentieth-Century American Poets (3:3).** Critical and historical study of major twentieth-century American poets to World War II. Davis, Shapiro.

559 **Twentieth-Century British Poets (3:3).** Critical and historical study of twentieth-century British poetry to World War II. Cushman, Kirby-Smith.

561 **Eighteenth-Century Writers (3:3).** Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others. Evans.

563 **American Poetry from the Beginnings to the Late Nineteenth Century (3:3).** American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Arndt, Darnell, Davis.

567 **The English Novel through Scott (3:3).** Historical and critical study with emphasis on the novel in the eighteenth century. Evans.

568 **The English Novel from Austen through Hardy (3:3).** Historical and critical study with emphasis on the novel in the nineteenth century. Bulgin.

570 **The Structure of Verse (3:3).** Verse forms and sound patterns in English and American poetry. Chappell, Kirby-Smith.

571 **The Structure of Fiction (3:3).** The elements of prose fiction, with an emphasis on the theory and art of narrative structure. Pr. admission to the M.F.A. Program or permission of instructor. Zacharias.

582 **The Modern Drama (3:3).** Drama of late nineteenth century and twentieth century, continental, English, and American. Lautermilch.

For Graduate Students Only

601 **English Studies: Content, Methods, and Bibliography (3:3).**

602 **English Studies: Genres and Modes (3:3).**

603 **Modern Irish Literature (3:3).**

609 **Studies in Middle English Literature (3:3).**

611 **Studies in English Renaissance Literature (3:3).**

619 **Seminar on Publishing (3:3).**

622 **Writing and Editing Internship (3:3).**

633 **Studies in Nineteenth-Century American Literature (3:3).**

634 **Studies in Twentieth-Century American Literature (3:3).**

635 **Studies in African American Literature (3:3).**

636 **Studies in American Poetry (3:3).**

640 **Studies in Shakespeare (3:3).**

644 **Studies in Romanticism (3:3).**

645 **Studies in Victorian Poetry (3:3).**

647 **Studies in Victorian Prose (3:3).**

651 **Studies in Contemporary Literary Theory (3:3).**

655 **Modern British and American Literature (3:3).**

656 **Contemporary British and American Literature (3:3).**

660 **Modern English (3:3).**

661 **Theory and Practice of Rhetoric (3:3).**

665 **Eighteenth-Century Prose (3:3).**

666 **Studies in Eighteenth-Century Literature (3:3).**

667 **The English Novel (3:3).**

668 **Directed Reading (3:3).**

671, 672 **Graduate Tutorial in Writing: Fiction (3:3), (3:3).**

673, 674 **Graduate Tutorial in Writing: Poetry (3:3), (3:3).**

675, 676 **Graduate Tutorial in Writing: Plays (3:3), (3:3).**

677, 678 **Special Problems in Writing (3:3), (3:3).**

680 **Teaching Internship in English (3).**

681 **Practicum in Rhetoric (1:2).**

692 **Studies in the History of Rhetorical Theory and Practice (3:3).**

693 **Classical Rhetoric (3:3).**

694 **Modern Rhetorical Theory and Criticism (3:3).**

695 **Seminar in Composition Studies (3:3).**

699 **Thesis (6).**

780 **Independent Doctoral Study (1-6).**

799 **Dissertation (12).**

800 **Graduate Registration.**

801 **Graduate Registration.**

Department of Geography

129 Graham Building

John Rees, Professor and Head of Department

Professors Bennett, Hidore; Associate Professor Patton; Assistant Professors Debbage, Lewis; Visiting Assistant Professor Natarajan

The Department of Geography offers a program which has three principal objectives; to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental and social problems at the urban and regional scale; and to promote international understanding through area studies. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to provide practical training in important contemporary areas of concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments of federal and state governments, and in teaching. Job titles include: city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analysts, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems and remote sensing with a variety of other specialized locational analysis programs for both instruction and research.

Geography Major (Bachelor of Arts)

Required: 122 semester hours

General Major and Concentrations

- Urban Planning
- Earth Science/Environmental Studies

The **Geography Major** requires four courses from a selection of more than twenty and requires a minimum of 24 semester hours in geography above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning or Earth Science/Environmental Studies. Students seeking **teacher certification** should see **Teacher Education** in Chapter 5. Certification in social studies is available for geography majors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

A minimum of 24 hours in geography above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Only grades of "C-" or higher will count toward completion of the major and concentrations.

Core Courses for Geography Major and Concentrations

1. One course from GEO 321, 322, 323, 521, 522.
2. One course from GEO 103, 111
3. One course from GEO 105, 114, 202, 301, 302, 303, 502, 533.
4. One course from GEO 102, 104, 313, 344, 560.

Urban Planning Concentration

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeastern States geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, student choosing this concentration are required to take GEO 202, 301, and 105 or 303, plus five courses from the following: GEO 302, 321, 322, 344, 502, 522, 533.

Earth Science/Environmental Studies Concentration

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, required courses for students choosing this concentration are GEO 311, 311L, 314, 314L, and five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 505, 521.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include one of the following: GEO 102, 104, or 344 and one of the following courses: GEO 105, 114, or 202.

Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department.

International Studies - See pages 347-349.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

GEOGRAPHY MINOR

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor - two physical, two human, 1 regional, 1 techniques course (for the student desiring a broad range of geography courses to supplement a cognate major).
2. Minor emphasizing Urban Planning - 202, 301, 302, 105 or 303, 344 and 502 or 533.
3. Minor emphasizing Environmental Studies - Six courses from list of courses included under this emphasis. GEO 303 also recommended.
4. Minor emphasizing Geographic Techniques - 105, 321, 322, 323, 521, 522 (for student desiring to acquire geographic research, writing, and cartographic techniques).
5. Geography Minor for majors in the School of Business and Economics - For the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact: 103, 202, 301, 302, 303, 344.

GEOGRAPHY COURSES (GEO)

For Undergraduates

102 The Geography of the Western World (3:3). A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand.

103 Introduction to Earth Science (3:3). Survey of basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather. *[NS, CPS].*

104 The Geography of the Nonwestern World (3:3). A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and the Soviet Union. *[NW, CNW].*

105 Cultural Geography (3:3). Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods. *[SB, CSB].*

111 Physical Geology (3:3). Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development. *[NS, CPS].*

111L Physical Geology Laboratory (1:0:3). Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently. Pr. concurrent registration in GEO 111. *[NS, CPS].*

114 The Geography of World Affairs (3:3). Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings. *[NW, CNW].*

202 World Production and Marketing Systems (3:3). Characteristics and location of the world's resources, theory of industrial location, world patterns of industry. *[SB, CSB].*

205 Environmental Change: Its Nature and Impact (3:3). Environmental changes related to human use of land, water, soils, minerals, and natural amenities. Planning for sustained use or preservation of land based natural resources.

301 Urban Geography: Global Patterns (3:3). Urbanization processes and the development of mega-cities and urban hierarchies emphasizing the differences between cities from across the world. *[SB, CSB].*

302 Urban Geography: Land Use (3:3). Internal structure of cities, including the role of transportation systems, socio-economic development, and the physical environment. Emphasis on differences within cities.

303 World Population Problems (3:3). Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends. *[NW, CNW].*

305 Natural Hazards Assessment (3:3). Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards. Pr. 103 or equivalent.

311 Weather and Climate (3:3). Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change. Pr. 103 or equivalent. *[NS, CPS].*

311L Climatology Laboratory (1:0:3). Laboratory work to accompany 311. The latter course must be taken concurrently. *[NS, CPS].*

312 Geomorphology of North America (3:3). A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.

313 Natural Resource Regions of North America (3:1:6). Regional natural resource use and associated human interaction with the natural environment. Instruction takes place during an extended field trip across portions of North America. Pr. 103 or 314 and permission of instructor.

314 Physical Geography: Landscape Processes (3:3). Examination of the processes responsible for the development of the earth's varied terrain characteristics. Analysis of environmental problems involving human impact on landscape and river systems. Pr. 103 or equivalent. *[NS, CPS].*

314L Physical Geography Laboratory (1:0:3). Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently. Pr. concurrent registration in GEO 314. *[NS, CPS].*

320 Tourism Planning and Development (3:3). Geographic distribution of tourist development. Emphasis on the spatial dimension of origin-destination flows, economic geography of the travel industry, socio-economic and environmental impacts. Emphasis on tourism planning issues. (Same as LES 320.) (Formerly GEO 401)

321 Cartography (3:1:6). The science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work introduces computer mapping, compilation, design, and symbolization.

322 Research Methods in Geography (3:3). Use of the scientific method, data collection, spatial analysis, and technical writing. Development of fundamental research and quantitative skills in geography.

323 Remote Sensing (3:3). Acquisition, analysis, and interpretation of digital and photographic imagery. Emphasis on use of satellite and aircraft imagery for classification and monitoring of the earth's physical and cultural landscape.

330 Elements of Hydrology (3:3). Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including the application of hydrologic techniques for the evaluation of regional water budgets and problems relating to the conservation of water resources. Pr. 103 or 311 or 314, or consent of instructor.

338 Regions of Latin America (3:3). Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil.

344 Geography of the United States and Canada (3:3). Study of the human and physical characteristics of the United States and Canada, with emphasis on the former. *[SB, CSB].*

491 Current Topics in Population (3:3). Multidisciplinary seminar dealing with major topics concerned with national and international issues. May be repeated for credit when topic varies. (Same as SOC 491.) (Not offered every year.)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

502 Urban Planning (3:3). Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment. Pr. 302 or consent of instructor.

505 Seminar in Environmental Studies (3:3). Selected topics of current interest in environmental studies. Pr. 305 or 311.

521 Advanced Cartography (3:3). Introduction to computer cartography and advanced photographic methods for map production. Design, production, and evaluation of computer and photographically generated maps. Pr. 321 or consent of instructor.

522 **Seminar in Population and Urban Studies (3:3).** Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources. Pr. consent of instructor. (Same as SOC 522.)

533 **Industrial Development: State and Local (3:3).** Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

560 **Seminar in Regional Geography (3:3).** Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. Pr. 338 or 344. (Not offered every year.)

570 **Applied Field Methods in Physical Geography (3:1:6).** Application of methods in physical geography. Topics include surveying, stream measurement, dendrochronology, and geomorphological mapping. Extended field trip required. May be repeated as area of world visited changes. Pr. 103 or 314, or consent of instructor.

589 **Experimental Course: Introduction to Geographic Information Systems (3:3).** An introduction to the development and applications of geographic information systems. Emphasis will be upon database design issues, data collection procedures and spatial data display and analysis alternatives. Pr. consent of instructor.

590, 591 **Special Problems in Geography (3), (3).** Opportunity for advanced students to undertake independent study of field research of special interest. Pr. consent of faculty member with whom student wishes to work and at least 3 hours of previous work in geography.

Department of German and Russian

337-A McIver Building

Joachim T. Baer, Professor and Head of Department

Professor Newton; Associate Professors Adams, Lixl-Purcell; Lecturers Ahern, Jensen, Pynes

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to impart useful skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the students with a basic speaking knowledge and with a reading knowledge that will enable them to inform themselves independently about the life and literature of German- and Russian-speaking countries. More advanced courses emphasize literary study and culture, which are the actual goals of the major in German.

The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material such as film, records, and tapes is coordinated with classroom work. Students may also elect to live in UNCG's International House.

For all interested students a German coffee hour (Kaffeestunde) is held once a week, where students and faculty meet socially to speak German. The UNCG film program provides a German full-length film each month, and several Russian films each semester.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Heidelberg, Munich, Mannheim, or with other programs, must have completed intermediate German.

German Major (Bachelor of Arts)

Required: 122 semester hours.

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. The specialized study of German aims to improve language skills and to convey understanding of German culture, through the study of literature, film and works of German thought.

Students seeking teacher certification should see **Teacher Education**, Chapter 5.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum of 24 semester hours in German above the 204 level, including at least:

1. Two courses from 210, 301, 302, 307, 311 (at least one from 301, 302).
2. GER 303 and one of the following: GER 304, 315 or 316
3. At least five total courses at the 300 level.
4. At least four total courses involving literature or cultural studies.

NOTE: Courses in German literature or culture in English translation (217, 218, 221, 315, 316) can only be used for Major credit if an appropriate amount of reading is done in German.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

Suggested but not required: ART 305; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 391, 392, 572, 573; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

GERMAN MINOR

15 hours above German 102, including at least 6 hours at the 300-level. Courses in English translation may not be counted.

RUSSIAN MINOR

15 hours above the 100-level of which the following twelve are compulsory:

RUS 203-204 (3:3)-(3:3).

RUS 305, 306 (3:3), (3:3).

GERMAN COURSES (GER)

Courses Read in English

German literature courses read in English translation are as follows:

217, 218 Masterworks of German Literature Read in English (3:3), (3:3).

221 Germanic Mythology. Readings in English (3:3).

315, 316 German Civilization. Readings in English (3:3), (3:3).

A full description of the above courseswill be found in numerical order in the German courses listed below.

For Undergraduates

101-102 Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory required. German 102 must be successfully completed to receive credit for German 101.

101B-102B Elementary German for Business and Economics Majors (3:3)-(3:3). Essentials of grammar and vocabulary with supplementary business vocabulary and reading of business texts. Language laboratory. German 102 or 102B must be successfully completed to receive credit for German 101B.

101R Elementary German Reading (1:1). Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Course meets two hours a week in second half of semester. Pr. concurrent registration in 101.

102R Elementary German Reading (2:2). Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Simple but unedited literary texts used. Course meets two

hours a week for the whole semester. Pr. concurrent registration in 102 or permission of instructor.

203 Elementary German (3:3). Continuation of the essentials of grammar begun in 101-102. Language laboratory required. Pr. 101-102. *[CFL]*

204 Intermediate German Topics (3:3). Reading, composition and discussion, at an intermediate level, based on German texts on various topics. Pr. 101, 102, 203 or equivalent. *[CFL]*

205, 206 Advanced Intermediate German Topics (3:3), (3:3). Topics will be of a cultural, historical and/or literary nature. The purpose of the course is to improve reading proficiency and introduce students to German language culture. Pr. 204 or equivalent. May be repeated if topics are different.

210 Intermediate German. Beginning Conversation (3:3). Introduction to German conversation on an everyday level. Includes some reading as a basis for conversation. Willingness to participate is an essential. Concurrent review of grammar. GER 210 does not satisfy the College foreign language [CFL] requirement. Pr. 101-102.

217, 218 Masterworks of German Literature Read in English (3:3), (3:3). Reading and discussion in English translation of some of the best works of German literature. 217 - the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218 - Naturalism, Turn of the Century, Expressionism, New Objectivity, parabolic drama, contemporary writers. *[WL, CWL].*

221 Germanic Mythology. Readings in English (3:3). Course taught in translation. Myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them. *[WL, CWL].*

301, 302 Topics for German Conversation and Composition (3:3), (3:3). For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor.

303 Introduction to German Literary Studies (3:3). Readings from various genres by representative authors of the Age of Goethe, Young Germany, Poetic Realism, Naturalism, and Expressionism, and contemporary literature. Introduction to methodologies of literary analysis. Pr. 204, or equivalent and permission of instructor.

304 German Popular Culture. An Introduction (3:3). History and analysis of German popular culture in the age of modernism. Readings and discussions of works by authors such as Spengler, Benjamin, Freud, Bovenschen, Enzensberger, Habermas. Pr. 204 or equivalent and permission of instructor.

305, 306 Advanced Topics in German Literature and Culture (3:3). Topics will be of a cultural or literary nature. May be repeated for credit if topics are different. Pr. 204 or permission of the instructor.

307 Advanced German Grammar (3:3). Intensive study of German grammar (including features not covered in lower levels of instruction) and of the contrasting structures of German and English. Introduction to reference tools. Pr. two intermediate German courses or equivalent.

308 History of the German Language (3:3). Study of major language changes from Indo-European to modern High German, of short texts in Old High and Middle High German literature, and of theories of language change. Pr. two intermediate German courses or equivalent.

311 Business German (3:3). Introduction to the special vocabulary and syntax of German as used in business contacts, correspondence and articles. Practice in reading and writing German for business purposes and travel. Pr. 203 or its equivalent. *[CFL]*

315, 316 German Civilization. Readings in English (3:3), (3:3). Cultural, political, and social development of Germany from its origin to the present. 315 - Middle Ages (Romanesque, Gothic) through the fifteenth century. 316 - from the Reformation to the present. Attention given to the German elements in America. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.

401, 402 Tutorial (1 to 3), (1 to 3). Directed program of reading, research, and individual instruction in Germanic literatures and languages. Pr. permission of instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

RUSSIAN COURSES (RUS)

Courses in English Translation

Russian Literature in English translation courses are as follows:

201, 202 Russian Literature in Translation (3:3), (3:3).

313 Tolstoy in Translation (3:3).

314 Dostoevsky in Translation (3:3).

315 Soviet-Russian Literature in Translation (3:3).

316 Modern Polish Literature in Translation (3:3).

511 The Russian Novel in Translation (3:3).

A full description of these courses will be found in numerical order in the Russian courses listed below.

For Undergraduates

101-102 Elementary Russian (3:3)-(3:3). Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities. Russian 102 must be successfully completed to receive credit for Russian 101.

101a, 102a Elementary Russian Drill (1:1), (1:1). Optional drill section to reinforce material of 101-102. Pr. concurrent registration in 101-102.

150 Applied Russian (1:1). Russian Studies majors and minors living in International House agree to use Russian in communication and to participate in one hour per week of Russian conversation on assigned topics. They further commit themselves to participation in other activities of the Russian Studies Program. May be repeated for credit up to a total of four semester hours. Grade: Pass/Not Pass (P/NP). May not be used to satisfy foreign language requirement. Pr. Admission to International House.

201, 202 Russian Literature in Translation (3:3), (3:3). Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth-century Russian prose up to 1917. Works from the following writers are read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required. Baer. *[WL, CWL].*

203-204 Intermediate Russian (3:3)-(3:3). Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. Russian 204 must be successfully completed to receive credit for Russian 203. *[CFL]*

305, 306 Advanced Grammar, Conversation and Composition (3:3), (3:3). Intensive reading of unedited Russian texts plus conversation and composition based on the reading. Baer.

313 Tolstoy in Translation (3:3). Intensive study of his artistic writing between 1852-1910. Tolstoy's moral views are considered as part of the course. Baer. *[WL, CWL].*

314 Dostoevsky in Translation (3:3). Intensive study of his artistic writing between 1846-1880. His political and religious views are considered as an integral part of the material of the course. Baer.

315 Twentieth-Century Russian Literature in Translation (3:3). Intensive study of the artistic writing in Russia from 1917 to the present. Readings cover poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others. Baer. *[WL, CWL].*

316 Modern Polish Literature in Translation (3:3). Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert. Baer. *[WL, CWL].*

317, 318 Russian Culture and Civilization (3:3), (3:3). Survey of Russian architecture, painting, and music from medieval times to present. Russian and Soviet cultural development examined chronologically within its religious and secular context.

401, 402 Independent Study of Russian Literature (1 to 3), (1 to 3). Directed programs of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth, and twentieth centuries. Depending on student's qualifications, the readings will be either in translation or in the original. Baer.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

511 The Russian Novel in Translation (3:3). Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy), to the twentieth century (Belyj, Sologub, Pasternak, and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy, and religious thought. Baer.

Department of History

219 McIver Building

Steven F. Lawson, Professor and Head of Department

Professors Calhoon, D'Emilio, Link, MacKenzie, Melton, Saab, Schleunes, Schweninger; Associate Professors Bilinkoff, Caneva, Cassell, Clowse, Cooley, Floyd, Mazgaj, Ruzicka; Assistant Professors Enstad, Kriger, Tolan, Tolbert; Lecturer Hatcher

History, at the most general level, provides students not just with the collective memory of their own national heritage but with an opportunity to gain perspective on this heritage by comparing it with the legacies of other nations and even other civilizations. Courses offered by the History Department, therefore, range from American through European history to histories of non-Western civilizations. In addition to giving students a knowledge of their own national development and a comparative perspective from which to evaluate it, history is designed to produce an awareness of the circumstances surrounding change and continuity over time and how both alter the quality of human life. This knowledge is important not only because human beings have difficulty in knowing where they are unless they know where they have been, but also because, in Santayana's words: "Those who cannot remember the past are condemned to repeat it."

The History Major prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history, and the degree of Master of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores; 400- and 500-level courses are open to juniors and seniors.

History Major (Bachelor of Arts)

Required: 122 semester hours.

Students seeking teacher certification should see **Teacher Education** in Chapter 5.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 semester hours above the 100-level, where History is the primary major. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. For the primary major, the minimum of 30 semester hours must include 12 semester hours at the 200-level with no more than 6 hours in the Western European field; 12 semester hours at the 300-level, and 6 semester hours at the 500-level, which must include HIS 511a, b, or c (Seminar in Historical Research and Writing). To ensure that each major has breadth in his or her program, of the 30 semester hour minimum a student must take at least 6 hours from each of the three fields (Western Europe, United States, Wider World).

For the second major, of the 24-semester hour minimum, a student must take at least 6 hours from each of the three fields. Furthermore, at least 6 hours of the 24-semester hours minimum must be taken at the 500-level.

Field I: Europe

220, 221, 222, 223, 251, 252, 311, 315, 349, 351, 353, 354, 355, 357, 358, 360, 363, 364, 365, 366, 368, 369, 371, 373, 374, 375, 376, 380, 391, 392, 393, 397, 398, 510, 511b, 541, 542, 544, 560, 562, 563, 564, 567, 571, 574.

Field II: United States

211, 212, 301, 302, 328, 329, 330, 335, 336, 337, 338, 339, 340, 343, 344, 347, 359, 502, 505, 511a, 512, 515, 517, 518, 520, 522, 524, 526, 530, 545a, b, 549, 550.

Field III: Wider World

203, 204, 214, 215, 216, 217, 218, 239, 240, 303, 304, 306, 307, 308, 320, 321, 361, 370, 377, 378, 379, 381, 383, 384, 385, 386, 389, 508, 511c, 538, 540, 575, 577, 587, 588.

Other (individual study courses for the most part; will vary according to subject taught each time): 305, 390, 401, 402, 493

Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of cognate courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

History Minor

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. The minor shall comprise 15-21 semester hours in history; it may include two courses at the 100-level. If six hours of Western Civilization are taken with a team or

panel which includes a member of the History Department, three hours may be counted toward the History Minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

History Courses (HIS)

For Undergraduates

203 History of Africa to 1870 (3:3). Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa. Kriger. *[NW, CNW].*

204 History of Africa since 1870 (3:3). Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa. Kriger. *[NW, CNW].*

211, 212 The United States: A General Survey (3:3), (3:3). First semester: to 1865. Second semester: since 1865. Not open to those who have credit for HIS 103. *[HP, CHP-CMO].*

214 Foreign Affairs in World History (3;3). An intercultural study of the development of foreign affairs from the rise of civilization to the contemporary period. Cooley.

215 The Civilizations of Asia (3:3). History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Cooley. *[NW, CNW].*

216 The Civilizations of Asia (3:3). Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China, and Japan in nineteenth and twentieth centuries. Cooley. *[NW, CNW].*

217, 218 The World in the Twentieth Century (3:3), (3:3). Major developments which shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations, and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939.

220 The Ancient World (3:3). Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. Ruzicka. (Same as CCI 209.) *[HP, CHP-CPM].*

221 Medieval Legacy (3:3). Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university. *[HP, CHP-CPM].*

222 Early Modern Europe (3:3). Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution. *[HP, CHP-CMO].*

223 Modern Europe (3:3). Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present. *[HP, CHP-CMO].*

239 Latin America: Colonial Period (3:3). Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire. *[NW, CNW]*

240 Latin America: National Period (3:3). Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics. *[NW, CNW].*

251, 252 The History of Western Science: A Survey (3:3), (3:3). Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century. Caneva. *[HIS 251: HP, CHP-CPM; HIS 252: HP, CHP-CMO].*

301 Race and Slavery (3:3). Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865. Schweninger. *[HP, CHP-CMO].*

302 Race and Segregation (3:3). Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem Renaissance, black nationalism, and the black experience in America. Schweninger. *[HP, CHP-CMO].*

303 **South Africa and Its Neighbors (3:3).** Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa.

304 **Women in African History (3:3).** The contributions of African women to society, politics, and economic growth from the pre-colonial era to the present; how Islam, slavery, colonialism, and modern developments have affected African women. Kriger.

305 **Special Topics (3:3).** Special Topics in history not other wise covered at the undergraduate level. Students may repeat the course, but not the topics, for credit.

306 **A History of Islam in Africa (3:3).** Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century. Not open to freshmen.

307, 308 **The World in Our Time (3:3), (3:3).** World developments since 1945. First semester: through 1960. Second semester: since 1960.

311 **Darwin and the Theory of Evolution (3:3).** Study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and scope of scientific explanations. Caneva. *[AE, CAE].*

315 **Witchcraft and Magic in European History (3:3).** Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries. Bilinkoff.

320 **Central American History (3:3).** The political structure and economies of the Central American republics from 1821 to 1979. Emphasis on political competition under the strain of forced expansion and the dynamics of agrarian relations.

321 **Latin America and the United States (3:3).** A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.

328 **Women in American History, Part I (3:3).** A history of women in the U.S. from colonial times through the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience. Enstad.

329 **Women in American History, Part II (3;3).** A history of women in the U.S. since the Civil War. Topics, include roles, status, image, family, work, and racial and class differences in experience. Enstad.

330 **The Family in American History (3:3).** Relating the family to other major elements of American society and culture - households and communities, the market economy, the democratic ethos, and urbanization. Introduction of students to genealogical, oral, and traditional historical research into the history of particular families, including their own.

331 **Experimental Course: Environmental Perspectives in U.S. History (3:3).** A team-taught writing-intensive course following the topical approach to U.S. history, centering on cultural interaction and development, the resulting environmental change and reactions to that change.

335 **The American Colonial Period, 1607-1763 (3:3).** Selected topics pertaining to development of colonies to eve of American Revolution. Clowse. *[HP, CHP-CMO].*

336 **The Age of the Democratic Revolution, 1764-1789 (3:3).** The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development. Calhoon. *[HP, CHP-CMO].*

337 **The Age of Jefferson and Jackson, 1789-1848 (3:3).** A study of American History, 1789-1848, including examination of political events and politicians, economic and social trends and developments, and growth of sectionalism. Clowse.

338 **Redefining America, 1848-1896 (3:3).** American history from the end of the Mexican War to the Bryan campaign, centering on the slavery controversy, Civil War and Reconstruction, industrialization, urbanization, and agrarian problems.

339 **War, Society, and Reform: America, 1896-1945 (3:3).** Examines the impact during the first half of the twentieth century of two world wars,

reform, industrialization, the changing status of women and minorities, and the emergence of mass culture. Link.

340 **The United States since World War II (3:3).** Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism, and student radicalism. D'Emilio, Lawson.

343 **The Old South (3:3).** Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820-1860.

344 **The New South (3:3).** Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

347 **History of North Carolina (3:3).** History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture. Link, Hatcher.

349 **The World at War, 1914-1945 (3:3).** Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world. Cassell.

351 **History of Greece, 2000 B.C.-31 B.C. (3:3).** Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. Ruzicka. (Same as CCI 351.)

353 **Athens in the Fifth Century B.C. (3:3).** Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (Same as CCI 353.)

354 **The Roman Republic, 754 B.C.-44 B.C. (3:3).** Study of the social and political forces that led to Rome's conquest of the Mediterranean World - and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. Ruzicka. (Same as CCI 354.)

355 **The Roman Empire, 44 B.C-337 A.D. (3:3).** Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. Ruzicka. (Same as CCI 355.)

357 **Renaissance and Reformation in Europe (3:3).** History of the period 1350-1600 in which profound social, intellectual, and religious change transformed European society. Examination in depth of great writers and thinkers of the period, such as Petrarch, Machiavelli, Luther, Calvin, and Loyola, as well as the political and socio-economic context in which they flourished. Bilinkoff. *[HP, CHP-CPM].*

358 **Medieval Universities (3:3).** Background, origin, and contributions of the medieval schools and universities to western intellectual history from 1110-1400.

359 **Sexuality in Historical Perspective (3:3).** Survey of the history of sexuality since the 17th century, with emphasis on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th century "sexual revolution." D'Emilio.

360 **The Structure of Scientific Change: Topics in the History of Science (3:3).** In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity. Caneva. *[AE, CAE].*

361 **The Ottoman Empire and Republic of Turkey (3:3).** Study of the rise, fall, and rebirth of Turkish power in the eastern Mediterranean from the thirteenth century to the present. Saab. *[NW, CNW].*

363 **European Economic History (3:3).** Study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. Pr. ECO 201. (Same as ECO 363.) Snowden.

364 **The French Revolutionary Era (3:3).** France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution. Mazgaj.

365 **Modern France (3:3).** Social, political, and cultural forces that shaped France through the Third Republic, World Wars, rise of communism and fascism, Occupation and Resistance, postwar Fourth and Fifth Republics. Mazgaj.

366 **The Origins of Modern Political Thought (3:3).** The development of the major Western political traditions (republicanism, liberalism, conservatism) from the Renaissance to the American and French Revolutions with emphasis on the historical context. Mazgaj. *[AE, CAE].*

368 **Medieval Thought and Learning from 300 to 1500 (3:3).** A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century. *[HP, CHP-CPM].*

369 **History of Spain (3:3).** Exploration of major themes in Spanish history, including the concept of crusade, the experience of empire, and struggle for religious, ethnic, and political unity. Focuses on Spain during its "Golden Age" (1500-1700). Bilinkoff. *[HP, CHP-CPM].*

370 **Revolutions in 20th Century Latin America (3:3).** Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

371 **Europe since 1920 (3:3).** Domestic developments, internal policies, and international relations of major countries of Europe, from Treaty of Versailles to present, with special attention to origins of World War II. Saab.

373 **English History to 1660 (3:3).** Origins and evolution of English culture and English constitution. Melton. *[HP, CHP-CPM].*

374 **English History since 1660 (3:3).** Continuation of 373. May be taken separately. Melton. *[HP, CHP-CMO].*

375 **Germany in the Nineteenth Century, 1800-1914 (3:3).** Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century. Schleunes.

376 **German History, 1914-1945 (3:3).** German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes. Schleunes.

377 **Russian History to 1900 (3:3).** Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries. MacKenzie. *[NW, CNW].*

378 **Russian History since 1900 (3:3).** End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments. MacKenzie.

379 **Russia in World Politics Since 1815 (3:3).** Major problems in Russian and Soviet foreign relations since Crimean War. MacKenzie.

380 **Terrorism, Nationalism and Revolution in Modern Europe (3:3).** Development of terrorism, secret societies and revolutionary movements related to nationalism in Europe, from 1789 to the 1950s. Special emphasis on Russia and Serbia. MacKenzie.

381 **The Near and Middle East (3:3).** Emphasizes developments since World War I. Saab. *[NW, CNW].*

383 **Chinese History to 1800 (3:3).** Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China. Cooley. *[NW, CNW].*

384 **The Modern Transformation of China: 1800 to Present Day (3:3).** Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870-1945; contemporary China. Cooley. *[NW, CNW].*

385 **Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).** Creation myths - archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war. Cooley. *[NW, CNW].*

386 **Creating Modern Japan, 1867 to the Present (3:3).** Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan. Cooley. *[NW, CNW].*

389 **History of Politics and Society in West Africa (3:3).** Civilizations and empires before 1500; the Atlantic slave trade and its effects; stateless societies; kingdoms, politics, and society, 1500-1900; Islam and Christianity; European colonialism; African resistance; independence movements. *[NW, CNW].*

390 **History Internship (3).** Field learning experience in public or applied history. Academic supervision provided by job supervisor. Assigned reading and written reports. May be repeated. Pr. consent of department head.

391 **The Holy Roman Empire (3:3).** The Holy Roman Empire, later known as Germany, from its

origin to its destruction by Napoleon. Focus on Christianization of Germany, medieval monarchy, Reformation, Thirty Years War, rise of Prussia. Schleunes.

392 **The Holocaust; History and Meaning (3:3).** This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings — intellectual and artistic — that have been imposed upon it. Schleunes.

393 **Medieval Church and State (3:3).** Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300-1500.

397 **Modern European Thought (3:3).** Intellectual and cultural history from the Enlightenment through Modernism. Emphasizes origins and maturation of Western ideological traditions with extended treatment of selected figures and themes (e.g., Marx and Nietzsche). Mazgaj. *[HP, CHP-CMO].*

398 **Contemporary European Thought (3:3).** Intellectual and cultural history from Modernism to the present. Emphasizes relation between culture and politics with extended treatment of selected figures and themes (e.g., Camus and Sartre). Mazgaj.

401, 402 **Individual Study (1 to 3), (1 to 3).** Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

Prerequisite for ALL 500-level courses: either the completion of six hours of 300-level History courses or the permission of the instructor.

502 **Blacks in American History: Selected Topics (3).** Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights. May be repeated once for credit. Schweninger.

505 **Introduction to Archival Management (3:3).** Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. Pr. consent of instructor. (Same as LIS 505.)

508 **Latin America: Selected Topics (3:3).** A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format. May be repeated once for credit when topic varies. Pr. one course in Latin American history or consent of instructor.

510 **Historiography (3:3).** History of historical writing from Old Testament times to 19th century, with some attention to the philosophy of history and the development of the historical profession. Readings in major historians from Herodotus to Ranke.

511a,b,c **Seminar in Historical Research and Writing (3:3), (3:3), (3:3).** Locating and using historical source materials, written and oral, published and unpublished. 511a: American; 511b: European; and 511c: Wider World. Required of history majors. Pr. permission of instructor.

512 **The Preservation of the American Past (3:3).** A history of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

515 **American Diplomatic History: The Twentieth Century (3:3).** Emphasis on most important crises and making of basic policy decisions from Spanish American war to present. D'Emilio.

517 **American Economic History: Colonial Times to 1865 (3:3).** Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. Pr. ECO 201 or consent of instructor. (Same as ECO 517.) Snowden.

518 **American Economic History: 1865 to Present (3:3).** Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. Pr. ECO 201 or consent of instructor. (Same as ECO 518.) Snowden.

520 **Southern History: Selected Topics (3:3).** Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender. May be repeated once for credit when topic varies.

522 **Early American History: Selected Topics (3:3).** Varying topics in early American history including settlement, economic development,

Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics. May be repeated once for credit when topic varies.

524 **Twentieth Century U.S. History: Selected Topics (3:3).** Varying topics in twentieth century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s. May be repeated once for credit when topic varies.

526 **The Civil War and Reconstruction: Selected Topics (3:3).** Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South. May be repeated once for credit when topic varies.

530 **History of Sexuality: Selected Topics (3:3).** Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics. May be repeated once for credit when topic varies. Pr. for undergraduates, HIS 359 or the permission of the instructor. D'Emilio.

538 **South America (3:3).** A comparative study of the political and economic history of select countries. Emphasis on the variety of the Latin American experience; similarities and differences among the republics. Concentration on late nineteenth century to 1974. Seminar format. Pr. one course in Latin American history or consent of instructor.

540 **Middle America (3:3).** An investigation into the history of Mexico and Central America. Emphasis on the political and economic developments in Mexico, 1876-1976, with special attention to the Revolution, and on the late nineteenth century to 1979 in Central America. Seminar format. Pr. one course in Latin American history or consent of instructor.

541 **Ancient World: Selected Topics (3:3).** Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. May be repeated once for credit when topic varies.

542 **Middle Ages: Selected Topics (3:3).** Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history. May be repeated once for credit when topic varies.

544 **Early Modern Europe: Selected Topics (3:3).** Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity and the Age of Discovery. May be repeated once for credit when topic varies.

545a,b **Southern History and Southern Material Culture in a Museum Context (3), (3).** Combination of southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. Pr. consent of instructor. Gordon.

549 **American Social History: Family and Religion (3:3).** American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society, and the assumptions about human nature and destiny underlying culture and change.

550 **American Social History: Women and Work (3:3).** American social history from Reconstruction to the present. The ways biology, work, and culture have defined social roles, shaped values, and dictated political strategies.

560 **Nineteenth-Century Europe: Selected Topics (3:3).** Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War. May be repeated once for credit when topic varies.

562 **Twentieth Century Europe: Selected Topics (3:3).** Topics in 20th century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War. May be repeated for credit when topic varies.

563 **Early Modern England: Selected Topics (3:3).** Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change. May be repeated once for credit when topic varies.

564 **Modern Britain: Selected Topics (3:3).** Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II. May be repeated once for credit when topic varies.

567 French History: Selected Topics (3:3). Study of specific themes and/or problem areas in French History. May be repeated once for credit when topic varies. Mazgaj.

571 Modern European Thought: Selected Topics (3:3). Study of selected themes and/or problems in European intellectual and cultural history. May be repeated once for credit when topic varies.

574 Modern Germany: Selected Topics (3:3). Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany. May be repeated once for credit when topic varies.

575 Modern Russian History: Selected Topics (3:3). Varying topics in modern Russian history, including "Great Reforms, " industrialization, revolutionary movement, Marxism-Leninism, tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union. May be repeated once for credit when topic varies.

577 Eastern Europe: Selected Topics (3:3). Varying topics in modern east European history including partitioned Poland and national reawakening, the Czechs, Balkan nationalism, modern Serbian nationalist groups such as "The Black Hand." May be repeated once for credit when topic varies.

581 African History: Selected Topics (3:3). Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa. May be repeated once for credit when topic varies.

587 Southern African Kingdoms, 1780-1897 (3:3). The rise and decline of African nations in nineteenth-century southern Africa: state formation, economics and social change; historical methodology and the use of oral sources.

588 East Asian History: Selected Topics (3:3). Varying history in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history. May be repeated once for credit when topic varies.

For Graduate Students Only

601 Seminar In European History (3:3).

602 Seminar in European History (3:3).

609 Colloquium in American History before 1865 (3:3).

610 Colloquium in American History since 1865 (3:3).

611 Seminar in American History (3:3).

612 Seminar in American History (3:3).

621 Colloquium in European History before 1800 (3).

622 Colloquium in European History since 1815 (3).

630a,b,c, Historical Conceptualization (3:3), (3:3), (3:3).

690 History Internship (3).

692 Advanced Topics in History (3:3).

697 Directed Reading (1 to 4).

699 Thesis (3 to 6).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Mathematics

383 Bryan Building

Paul F. Duvall, Professor and Head of Department

Professors Hildebrandt (Emeritus), Posey (Emeritus), Sher, J.Vaughan; Associate Professors Church (Emeritus), Gentry, Herr, Kissling, Landman, Long, Ludwig, T. Vaughan; Assistant Professors Blanchet-Sadri, Byrd, Cooper, Lea, Love, Wang; Instructors Griffin, Kilgariff; Lecturers Bradley, Carter, Keith, Koehler, Montgomery, O'Connor, Sallez, Sen, Shelton, Vruwink, Weigel

The Department of Mathematics offers undergraduate programs leading to the B.A. and B.S. degrees in Mathematics and the B.S. degree in Computer Science. It also offers graduate programs leading to the M.A. or M.Ed. degrees in Mathematics (with specialities available in mathematics, computer science, or statistics) and the Certificate of Advanced Study (sixth-year program).

Mathematics and Computer Science are excellent majors for the student whose immediate objective is to acquire a strong liberal arts education. The goal of all of the Department's programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty. To give a professional direction to the student's liberal arts education, the mathematics major may elect a concentration in statistics or computer science, or seek secondary teacher certification. (Students seeking secondary teacher certification should see the Teacher Education chapter of this catalog.) The Department of Mathematics can also help students design a plan of study emphasizing special interests, such as applied mathematics or computer systems analysis.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including actuarial sciences, computer science, economics, engineering, law, mathematics, operations research and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Bryan Building. Students have access to computing facilities including personal computer laboratories, workstations, and VAX minicomputers. The campus is fully networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

Mathematics Major (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The mathematics major must complete the mathematics core courses and additional courses as specified below, and must maintain a grade point average of at least 2.0 in MAT/CSC/STA courses required for the major.

NOTE: For purposes of identification, the courses offered by the Department of Mathematics are listed under three headings: Computer Science, Mathematics, and Statistics.

Mathematics Core Courses

MAT 191, 292, 293, 310, 311, 394 and two 500-level MAT/CSC/STA courses other than MAT 503, 504, 505, 593, 594, STA 571, 572.

Requirements for the Bachelor of Arts

The mathematics core courses and at least six additional hours in MAT/CSC/STA courses above the 100 level, not to include MAT 220, 301, 302, 303, 304, 503, 504, 505, 593, 594, STA 571, 572..

Requirements for the Bachelor of Science

The mathematics core courses and at least 12 additional hours in MAT/CSC/STA courses above the 100 level, not to include MAT 220, 301, 302, 303, 304, 503, 504, 505, 593, 594, STA 571, 572.

Computer Science Concentration

Students majoring in mathematics may elect to concentrate in computer science. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: MAT 253; CSC 130, 230, 330; one of CSC 261, 339, 340; and two 500-level CSC electives.

Statistics Concentration

Students majoring in mathematics may elect to concentrate in statistics. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: CSC 130, STA 351 (or 551), 352 (or 552), 573, 574, an approved course in analysis, and two additional statistics courses at the 200 level or above chosen with the advice and consent of the Department of Mathematics.

Secondary Teacher Certification

Students seeking secondary teacher certification must satisfy the requirements for the B.A. or B.S. degree and must include in their program: CSC 130 or 230; CSC 322 or MAT 390; STA 271 or 351; MAT 504, 505, 513; one course chosen from: MAT 514, 515, 516, 517, 518, 519, 520, 521, 531, 540, 595, 596.

MATHEMATICS MINOR

The minor in mathematics consists of at least 15 hours of work in the department, to be arranged in consultation with an advisor and with 12 semester hours in courses above the 100 level.

NOTE: All minor programs must be approved by the Department of Mathematics.

COMPUTER SCIENCE MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its

programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Computer Science Core Courses (28 hours required)

CSC 130, 230, 261, 312, 330, 339, 340, 553, 561, 562

Electives (12 hours required in consultation with an advisor)

Nine hours from any CSC course numberd 300 or above which is not one of the core courses, or any of ISM 315, 316, 317; PHY 512, 513. Three hours from MAT 515, 531, 532, 541, 542, 556, or STA 551, 552.

Supporting Discipline Courses (18 hours required)

MAT 191, 253, 292, 293, 310, 353

Science Requirements

1. Either PHY 291 and 292 or CHE 111, 112, CHE 114, 115
2. The CLS requirement must be met by one of ATY 253, 331; BIO 111, 112 (with labs 111L, 112L if desired); FMS 104 (CLS credit; with lab 104L if desired); PSY 223 (with lab 223L if desired).
3. Students must also take at least 3 additional hours of any science course carrying credit toward a major in physics, chemistry, or biology.

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

Computer Science Minor

The minor in computer science consists of at least 15 hours of work, chosen as follows:

1. MAT 253
2. CSC 130, 230, 330
3. One of CSC 261, 339, 340

NOTE: All minor programs must be approved by the Department of Mathematics. The minor in computer science is designed for nonmathematics majors.

Computer Science Courses (CSC)

For Undergraduates

101 Introduction to Computer Concepts (3:3). Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications. May not be taken for credit by students who have credit for ISM 234. (Formerly CSC 136)

130 Introduction to Computer Science (3:3). Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques. Pr. acceptable score on the mathematics placement test or a grade of at least C in MAT 119. (Formerly CSC 137)

230 Elementary Data Structures and Algorithms (3:3). Advanced syntax of high level language taught in CSC 130. Emphasis on modularization and abstraction. Big-O analysis of algorithms. Design and use of abstract data types with various implementations. Pr. grade of at least C in 130. (Formerly CSC 236)

237 Programming Language Laboratory (1 to 3; 1 to 3). Syntax and use of a programming language. Language covered announced at preregistration.

May be taken twice for credit with permission of the Department Head. Pr. grade of at least C in 230.

261 Computer Organization and Assembly Language (3:3). CPU, memory, I/O devices, digital logic design, psw. Number representations and machine language. Assembly language instruction types, registers, addressing, arithmetic, instruction format, opcodes, pseudo-opcodes, assembler directives, system calls, and macros. Pr. grade of at least C in 230.

312 Ethics in Computer Science (1:1). Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities. Grade: Pass/Not Pass. Pr. grades of at least C in 230 and MAT 253.

322 Linear Programming (3:3). Covers simplex computational procedure, minimum feasible solutions, artificial-basis technique, slack variables, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, and decomposition algorithms. Pr. grade of at least C in MAT 310. (Formerly CSC 342)

330 Advanced Data Structures (3:3). Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs. Pr. grades of at least C in 230 and in MAT 253. (Formerly CSC 336)

339 Concepts of Programming Languages (3:3). Concepts of block-structured, object-oriented, functional, logic, and concurrent programming languages. Comparative study of syntactic and semantic features of these languages and writing programs using them. Pr. grade of at least C in 330.

340 Software Engineering (3:3). Practical and theoretical concepts of software engineering using the UNIX and C environment. Pr. grade of at least C in in 330.

467 Data Communication and Networks (3:3). Covers private leased lines, dial-up communications, modems, protocols, multiplexers, LANs, port-selectors, and software/firmware. Pr. grades of at least C in 261 and 330. (Formerly CSC 463)

For Advanced Undergraduates and Graduate Students

521 Computer Graphics and Image Processing (3:3). Survey of graphics and image processing hardware, algorithms, data structures, and techniques. Pr. grades of at least C in 330 and in MAT 310, or consent of instructor.

523 Numerical Analysis and Computing (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. Pr. grades of at least C in 130, and in MAT 310 and MAT 293. (Formerly CSC 543)

524 Numerical Analysis and Computing (3:3). Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics. Pr. grade of at least C in 523. (Formerly CSC 544)

529 Artificial Intelligence (3:3). Introduction to artificial intelligence. Topics: search techniques, games theory, knowledge structure, logic and logic programming, neural networks, natural language interpretation, expert systems, and problem solving. Pr. grade of at least C in 330. (Formerly CSC 559)

539 Introduction to Compiler Design (3:3). Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block-structured language with strong typing. Pr. grades of at least C in 261 and 330 or consent of instructor. Successful completion of 553 helpful.

553 Theory of Computation (3:3). Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability. Pr. grade of at least C in MAT 253 and programming experience .

555 Algorithm Analysis and Design (3:3). Introduction to the mathematical analysis of computer algorithms: correctness, complexity, asymptotic lower bounds, efficient data structures, and prototype algorithms. NP-completeness, approximation algorithms, probabilistic algorithms. Pr. grades of at least C in 330 and in MAT 310.

561 **Principles of Computer Architecture (3:3).** Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors. Pr. grades of at least C in 261, MAT 353.

562 **Principles of Operating Systems (3:3).** Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection. Pr. grades of at least C in 261 and 340 or permission of instructor. Successful completion of 561 helpful.

589 **Experimental Course (3:3).** See department for details.

593, 594 **Directed Study in Computer Science (1 to 3), (1 to 3).**

For Graduate Students Only

621 **Advanced Computer Graphics and Image Processing (3:3)**

643, 644 **Numerical Mathematics (3:3), (3:3).**

693 **Advanced Topics in Computer Science (3 to 6).**

695 **Current Problems in Computer Science (3:3).**

699 **Thesis (3-6).**

MATHEMATICS COURSES (MAT)

For Undergraduates

100 **Intermediate Algebra (0:3).** Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities. Credit does not apply toward graduation nor count in the student's GPA.

112 **Contemporary Topics in Mathematics (3:3).** Selected topics from sets and logic, mathematical systems, statistics and probability, geometry and matrix algebra. Designed primarily for liberal arts student. *[MT, CMT].*

119 **College Algebra (3:3).** Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100. *[MT, CMT].*

120 **Calculus for Business and the Social Sciences (3:3).** Limits and introductory differential calculus of the algebraic functions of one variable. Credit cannot be received for both this course and MAT 191. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119. NOTE: this course does not serve as a prerequisite for 292 (Calculus II). *[MT, CMT].* (Formerly MAT 191B)

121 **Analytic Trigonometry (3:3).** Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119. *[MT, CMT].*

191 **Calculus I (3:3).** Limits and introductory differential calculus of the algebraic and transcendental functions of one variable. Credit cannot be received for both this course and MAT 120 (formerly MAT 191B). Pr. a grade of at least C in 121 or permission of the instructor. *[MT, CMT].* (Formerly MAT 191A)

220 **Plane and Solid Analytic Geometry (3:3).** Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors. Pr. grade of at least C in 121 or equivalent. Hours count toward teacher certification but do **not** count toward degree requirements for a mathematics major.

253 **Discrete Mathematics I (3:3).** Mathematical reasoning techniques and concepts in computer science. Topics include sets, functions, sequences, relations, induction and recursion, recurrence relations, boolean algebra, and elementary propositional and predicate logic, including proof techniques. At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major. Pr. grade of at least C in 121, acceptable score on mathematics placement test, or consent of instructor. (Formerly MAT 251)

292 **Calculus II (3:3).** A continuation of the study of differential calculus of the elementary transcendental functions, introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration. Pr. a

grade of at least C in 191 or permission of the instructor.

293 **Calculus III (3:3).** Indeterminate forms, Taylor's formula, infinite series, partial derivatives, multiple integrals. Pr. grade of at least C in 292.

295 **Proofs and Mathematical Structures (3:3).** An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra. At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major. Pr. grade of at least C in 292.

303 **Topics in Mathematics (3:3).** Primarily for students seeking grades 6-9 certification. Extensive study of rational, irrational and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied. Hours count toward teacher certification but do **not** count toward degree requirements for a mathematics major.

304 **Introduction to the Foundations of Geometry (3:3).** Introductory course primarily for students seeking grade 6-9 certification. Designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area, and volume measures. Hours do not count toward degree requirements for Mathematics majors.

310 **Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigen- vectors. Pr. grade of at least C in 292. (Formerly MAT 340)

311 **Modern Algebra (3:3).** Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. Pr. grade of at least C in 310.

345 **Vector and Tensor Analysis (3:3).** Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl. Pr. grade of at least C in 293 and 390.

353 **Discrete Mathematics II (3:3).** Problem-solving and modeling using techniques and concepts of Discrete Mathematics with applications to algorithms. Topics include elementary graph theory, combinatorics, difference equations, discrete probability and random numbers. Pr. grade of at least C in 253 or consent of instructor.

390 **Ordinary Differential Equations (3:3).** First order differential equations and linear equations of finite order, inverse differential operators, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods. Pr. 292.

394 **Calculus IV (3:3).** Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. grade of at least C in 293.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p.330).

For Advanced Undergraduates and Graduate Students

503 **Problem Solving in Mathematics ((3:3).** Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration. Pr. grade of at least C in 191 and 303 or consent of instructor. Hours count toward teacher certification but do **not** count toward degree requirements for a mathematics major.

504 **Foundations of Geometry for Teachers (3:3).** Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry. Pr. grade of at least C in 292 or consent of instructor. Hours count toward teacher certification but do **not** count toward degree requirements for a mathematics major.

505 **Foundations of Mathematics for Teachers (3:3).** Primarily for students seeking teacher certification. Includes properties and algebra of real

numbers; analytic geometry; polynomial, rational, exponential, logarithmic, and trigometric functions; complex numbers; concept of limits of functions. Pr. grade of at least C in 292 or 303 or consent of instructor. Hours count toward teacher certification but do **not** count toward degree requirements for a mathematics major.

513 **Historical Development of Mathematics (3:3).** Study of the historical development of mathematics, not a history of persons involved in development. Pr. grade of at least C in 311.

514 **Theory of Numbers (3:3).** An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diphantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics. Pr. grade of at least C in 311.

515 **Mathematical Logic (3:3).** Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories. Pr. grade of at least C in either 295 or 311.

516 **Polynomial Rings (3:3).** Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. grade of at least C in 311.

517 **Theory of Groups (3:3).** Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups. Pr. grade of at least C in 311.

518 **Set Theory and Transfinite Arithmetic (3:3).** The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers. Pr. grade of at least C in 311.

519 **Intuitive Concepts in Topology (3:3).** Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity. Pr. grade of at least C in 311.

520 **Non-Euclidean Geometry (3:3).** Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion. Pr. grade of at least C in 311.

521 **Projective Geometry (3:3).** Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations. Pr. consent of instructor.

522 **Hilbert Spaces and Spectral Theory (3:3).** Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and seaquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal co-operator. Pr. grade of at least C in 311.

531, 532 **Combinatorial Analysis (3:3), (3:3).** The pidgeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations, graphs, graph coloring, planar graphs, trees, networks. Pr. grade of at least C in 295 or 311 or consent of instructor; MAT 310 and 531 are required for 532. (Formerly MAT 547, 548)

540 **Complex Functions with Applications (3:3).** The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues. Pr. grade of at least C in 293.

541, 542 **Stochastic Processes (3:3), (3:3).** Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling. Pr. grade of at least C in MAT 394 and STA 351, or equivalents.

545 **Differential Equations and Orthogonal Systems (3:3).** An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems. Pr. grade of at least C in 293 and 390 or consent of instructor.

546 **Partial Differential Equations with Applications (3:3).** Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems. Pr. grade of at least C in 545.

549 Topics in Applied Mathematics (3:3). Selected topics of current interest in applied mathematics. May be repeated for credit with approval of the Department Head. Pr. grade of at least C in 293 and 390 or consent of instructor.

556 Advanced Discrete Mathematics (3:3). Advanced topics in discrete mathematics and their uses in studying computer science. Pr. grade of at least C in 253 or consent of instructor.

591 Modern Algebra (3:3). Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Pr. grade of at least C in 311.

592 Abstract Algebra (3:3). Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals. Pr. grade of at least C in 591 or 311 with consent of instructor.

593, 594 Directed Study in Mathematics (1 to 3), (1 to 3).

595, 596 Mathematical Analysis (3:3), (3:3). Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral. Pr. consent of instructor.

For Graduate Students Only

606 Calculus for Middle Grade Teachers (3:3).

607 Abstract Algebra for Middle Grade Teachers (3:3).

613 Development of Mathematics and Logic (3:3).

614 Advanced Number Theory (3:3).

615 Symbolic Logic (3:3).

616 Polynomials over General Rings (3:3).

617 Algebraic Theory of Semigroups (3:3).

618 Transfinite Ordinal and Cardinal Numbers (3:3).

619 Conceptual Topology (3:3).

620 A Survey of Geometry (3:3).

621 Advanced Linear Geometry (3:3).

631 Combinatorics (3;3).

632 Graph Theory (3:3).

645, 646 Approximation Theory (3:3), (3:3).

647, 648 Linear Algebra and Matrix Theory (3:3), (3:3).

649 Topics in Operations Research (3:3).

650 Management Decision-Making under Uncertainty (3:3).

688, 689 Mathematical Logic and Axiomatic Set Theory (3:3), (3:3).

690 Mathematics Seminar (2:2).

691, 692 Modern Abstract Algebra (3:3), (3:3).

693, 694 Complex Analysis (3:3), (3:3).

695, 696 Real Analysis (3:3), (3:3).

697, 698 General Topology (3:3), (3:3).

699 Thesis (4 to 6).

800 Graduate Registration.

801 Graduate Registration.

STATISTICS COURSES (STA)

For Undergraduates

108 Elementary Introduction to Probability and Statistics (3:3). Finite sample spaces, discrete probability, random variables, expected value, binomial distribution, independent trials, random samples, point estimation, hypothesis testing, and confidence intervals. May not be taken for credit by students who have received credit for ECO 250 or 350 or are concurrently enrolled in ECO 250. Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100. *[MT, CMT].*

271 Fundamental Concepts of Statistics (3:3). Survey of basic descriptive and inferential statistics for undergraduates from any discipline. Graphical and descriptive techniques. Measures of central tendency, variability, correlation. Estimation. Normal tests, t-tests, analysis of variance. Emphasis on statistical literacy and interpretation. Pr. An appropriate score on the mathematics placement test or grade of at least C in MAT 119 or STA 108 or consent of department.

351 Probability (3:3). Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties. Pr. grade of at least C in MAT 292.

352 Statistical Inference (3:3). Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of

hypotheses, linear hypothesis theory, regression, correlation and analysis of variance. Pr. grade of at least C in 351 or consent of instructor.

For Advanced Undergraduates and Graduate Students

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3). Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions. Pr. grade of at least C in 351 and MAT 293 or consent of instructor.

571 Statistical Methods for Research I (3:3). Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and Student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance. Hours do not count toward degree requirements for a mathematics major. Coreq. enrollment in 571L.

571L Statistical Methods Laboratory I (1:0:2). Using statistical software packages for data analysis. Problems parallel assignments in 571. Hours do not count toward degree requirements for a mathematics major. Coreq. enrollment in 571.

572 Statistical Methods for Research II (3:3). Statistical methodology in research and use of statistical software. Regression, one and two factor ANOVA, analysis of covariance. Coreq. enrollment in 572L.

572L Statistical Methods Laboratory II (1:0:2). Using statistical software packages for data analysis. Problems parallel assignments in 572. Coreq. enrollment in 572.

573 Theory of Linear Regression (3:3). Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables. Pr. grade of at least C in 352 and MAT 310 or 662, or consent of instructor.

574 Theory of the Analysis of Variance (3:3). Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models. Pr. consent of instructor.

575 Nonparametric Statistics (3:3). Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association. Pr. consent of instructor.

593, 594 Directed Study in Statistics (1 to 3), (1 to 3).

For Graduate Students Only

651, 652 Mathematical Statistics (3:3), (3:3).

661 Advanced Statistics in Behavioral Science Research I (3:3).

661L Advanced Statistics Laboratory (1:1)).

662 Advanced Statistics in Behavioral Science Research II (3:3).

662L Advanced Statistical Laboratory (1:1)).

667 Statistical Consulting (1:1).

671 Multivariate Analysis (3:3).

672 Applied Statistical Computing. (3:3).

673 Statistical Linear Models I (3:3).

674 Statistical Linear Models II (3:3).

675 Experimental Design (3:3).

676 Sample Survey Methods (3:3).

677 Advanced Topics in Data Analysis (3:3).

699 Thesis (4-6).

Department of Philosophy

216 Foust Building

Joshua Hoffman, Associate Professor and Head of Department

Professors Leplin, McConnell, Rosenkrantz; Associate Professors King, Zimmerman; Assistant Professor Preti

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups.

A. Ethics and Theory of Value: 119, 121, 220, 231, 321, 322, 335, 361, 545.
B. Metaphysics and Epistemology: 259, 319, 357, 555, 559, 565.
C. History of Philosophy: 251, 252, 351, 353.
D. Logic and Philosophy of Science: 115, 211, 311, 325, 523, 525, 527, 575.

Group A is useful preparation for careers in law and government. Group B is necessary for advanced work in philosophy. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D provides knowledge and skills vital to careers in science and medicine.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the instructor. Students are encouraged to begin work in philosophy by taking 111, 115, 119, 211, 251, or 252.

The department sponsors a philosophy club open to all undergraduates, regardless of major. Each year the department sponsors a number of lectures by distinguished scholars from other institutions. The department conducts an annual symposium on à topic of current research in philosophy.

Philosophy Major (Bachelor of Arts)

Required: 122 semester hours.

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

The following courses offered by the Philosophy Department carry AULER and College of Arts and Sciences (CLER) credit:

	AULER, CLER Credit
PHI 111, 119, 121, 220, 231	Analytic and Evaluative Studies (AE, CAE)
PHI 251, 252	Historical Perspectives on Western Culture (HP, CHP)
PHI 115, 211	Reasoning and Discourse (RD, CRD)

Major Requirements

Minimum 24 hours in philosophy courses above the 100-level, including at least 12 hours above the 200 level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

1. PHI 211.
2. PHI 251 and 252.

Related Area Requirements

Cognate courses to be determined by department adviser where necessary.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

PHILOSOPHY MINOR

The Philosophy Minor requires a minimum of 18 hours including PHI 251 and 252.

PHILOSOPHY COURSES (PHI)

For Undergraduates

111 Introduction to Philosophy (3:3). Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem. *[AE, CAE]*.

115 Practical Reasoning (3:3). Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods. *[RD, CRD]*.

119 Introduction to Ethics (3:3). Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, and subjectivism. Readings from major figures in the history of ethics. *[AE, CAE]*.

121 Contemporary Moral Problems (3:3). Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war. *[AE, CAE]*.

201 Topics in Philosophy (3:3). Variable content. May be repeated for credit with different topics.

211 Introduction to Formal Logic (3:3). Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory. *[RD, CRD]*.

220 Medical Ethics (3:3). Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering. *[AE, CAE]*.

231 Social and Political Philosophy (3:3). Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority. *[AE, CAE]*.

251 History of Ancient Philosophy (3:3). Survey of Western philosophical thought in the ancient period from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans. Particular

choices of texts and philosophical ideas may vary. *[HP, CHP-CPM].*

252 **History of Modern Philosophy (3:3).** Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant. *[HP, CHP-CMO].*

259 **Philosophy of Religion (3:3).** Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as REL 259.) *[AE, CAE].*

267 **Existentialism (3:3).** Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

311 **Intermediate Formal Logic (3:3).** Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods. Pr. 211 or consent of instructor.

319 **Knowledge, Truth, and Belief (3:3).** Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception, the reasonableness of belief, and the reliability theory of justification.

321 **Ethical Theory (3:3).** Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Attention to current theories in normative ethics.

322 **Philosophy of the Arts (3:3).** Philosophical problems concerning description, interpretation, and evaluation of the visual, performing, and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory.

325 **Introduction to the Philosophy of Science (3:3).** Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law, and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the history of science. Nature of scientific knowledge. Pr. one course in logic, mathematics, or natural science.

330 **Philosophy in Literature (3:3).** Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature, and reference to fictional objects. Major works of fiction studied for their philosophical content.

335 **Philosophy of Law (3:3).** Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources.

348 **Existentialism, Phenomenology, and Structuralism (3:3).** Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur.

351 **Major Philosophers (3:3).** Systematic examination of the works of a major philosopher. May be repeated for credit with change in topic.

353 **Major Philosophies (3:3).** Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism. May be repeated for credit with different topic.

357 **Metaphysics (3:3).** Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, the problem of universals, forms of realism, and theory of reference. Pr. one course in philosophy.

361 **Ethical Issues in Business (3:3).** Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

401 **Reading Course for Seniors (1-3).** Supervised reading and research for philosophy majors. Pr. consent of instructor. May be repeated for credit.

402 **Independent Study (1-3).** Pr. satisfaction of requirements for the major in philosophy and consent of instructor. May be repeated for credit.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

523 **Philosophy of Social and Behavioral Science (3:3).** Issues in philosophy of social and behavioral science from Hume to the present: explana-

tion, theory construction, methodology of the social sciences, the status of the sociology of knowledge. Pr. one course in social or behavioral science and one in philosophy or consent of instructor.

525 **Philosophy of Physical Science (3:3).** Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of the physical sciences. Pr. 325 and one course in physical science or consent of instructor.

527 **Philosophy of Biological Science (3:3).** Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences. Pr. one course in biology and one in philosophy or consent of instructor.

545 **Social Philosophy (3:3).** Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx. Pr. one course in philosophy or consent of instructor.

555 **Epistemology (3:3).** Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology. Pr. 319 or consent of instructor.

559 **Philosophy of Mind (3:3).** The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind. Pr. one course in philosophy or consent of instructor.

565 **Philosophy of Language (3:3).** Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language. Pr. one course in philosophy or consent of instructor.

575 **Advanced Logic (3:3).** Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic. Pr. 311 or consent of instructor.

590 **Aesthetics (3:3).** Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience. Pr. 322 or consent of instructor.

For Graduate Students Only

601 **Advanced Topics in Philosophy. (3:3).**

Department of Physics and Astronomy

101 Petty Building

Gaylord T. Hageseth, Professor and Head of Department

Professors Clark, McCormack; Associate Professors Danford, Meisner, Muir; Adjunct Associate Professor Mosier; Lecturer Vandegrift

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, he should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (PHY 101, 102, 203, 209, 235, 305, 333 and 334).

The department also offers graduate programs at the master's degree level. Its faculty members are involved with graduate and, in some cases, undergraduate students in research in computer simulation and computational physics, quantum statistical mechanics and low temperature physics, observational astronomy and digital image analysis, mathematical and x-ray analysis of crystal structure, and pedagogical methods in science teaching. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system. The research of the Department is supported by a local area network linking departmental microcomputers and the campus VAX cluster, a number of laboratories well-equipped with modern instrumentation, and an instrument-making facility.

Physics Major (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours

The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major need to complete PHY 291, 292, and MAT 293 no later than the end of their sophomore year. Freshmen who declare physics as a major are strongly advised to take PHY 291 and MAT 292 their first semester. If the freshman student is not prepared to take calculus his first semester, the student is advised to take MAT 121 or 119 (depending upon his background) and CHE 111 and 114 instead of PHY 291, 292 during the first year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

Students seeking **teacher certification** should follow the requirements for the Bachelor of Arts degree. In addition the following are required: BIO 111; CUI 390, 450, 459, 465, and 470; ELC 381; GEO 103; HEA 201; PSY 221.

BACHELOR OF ARTS

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements & Related Area Requirements

Minimum 30 semester hours in physics above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Core Courses for Physics Majors

Courses required for the physics major:

1. PHY 291, 292, 321, 321L, 323, 323L, 325, 325L, 327, 425, 425L.
2. Related Areas: CHE 111, 112, 114, 115; CSC 130; MAT 191, 292, 293, 390.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

BACHELOR OF SCIENCE

Requirements are the same as for the B.A. degree with the following additional requirements: PHY 521, 523 and 525

PHYSICS MINOR

A minimum of 15 semester hours in physics courses is to be planned in consultation with a physics faculty member. The usual physics minor program will consist of PHY 291, 292, and at least 7 semester hours of additional courses (excluding PHY 203, 209, 235, 305, 333, and 334). Other quite different programs may be fitted to the individual student's interests and objectives

PHYSICS AND ASTRONOMY COURSES (PHY)

For Undergraduates

101, 102 General Physics I, II (4:3:3), (4:3:3). Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material. 101 pr. for 102. No student may receive credit for 101 or 102 if credit has previously been earned for 291 or 292. *[NS, CPS].* (FA-101, SP-102)

203 Conceptual Astronomy (3:3). Introduction to astronomy. Knowledge gained of day and night sky by use of binoculars, telescopes, and other simple instruments and how to observe and measure properties of astronomical objects. Basic concepts of solar system, stellar evolution, and cosmology. No student may receive credit for both this course and either 209 or 235. *[NS, CPS].* (FA)

209 Astronomy: The Solar System (3:3). Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the

level of high school algebra required. No student may receive credit for both this course and 203. *[NS, CPS].* (FA)

235 Astronomy: The Universe (3:3). Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. No student may receive credit for both this course and 203. *[NS, CPS].* (SP)

291 General Physics I with Calculus (4:3:3). Basic principles of mechanics, heat, and sound developed using the calculus. 291 together with 292 constitute a one-year general physics course utilizing calculus and including laboratory experiences. No student may receive credit for this course if credit has previously been earned for 101. Pr. MAT 191, co. MAT 292. *[NS,CPS].* (FA)

292 General Physics II with Calculus (4:3:3). Introduction to basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 291 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. No student may receive credit for this course if credit has previously been earned for 102. Pr. MAT 292 or permission of instructor. *[NS, CPS].* (SP)

305 Conceptual Physics (4:3:3:). Introduction to basic laws of physics made by extensive use of demonstrations. Labs use discovery approach. Concepts emphasized and mathematical manipulations held to a minimum. No student may receive credit for this course if credit has previously been earned for 101, 102, 291, or 292. *[NS, CPS].* (FA,SP)

321 Introduction to Modern Physics (3:3). Fundamental concepts of atomic, molecular, nuclear, and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. Pr. 292 (or 101, 102 with permission of instructor). (FA)

321L Modern Physics Laboratory (1:0:3). Performance of atomic, nuclear, and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. Pr. 292 (or 101, 102 with permission of instructor). (FA)

323 Mechanics (3:3). Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. Pr. 101, 102, or 292; co. MAT 293, or consent of instructor. (FA)

323L Classical Physics Laboratory (1:0:3). Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation. Pr. 292 (or 101, 102 with permission of instructor.). (FA)

325 Electricity and Magnetism I (3:3). A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart, and Ampere. Application to the properties of conductors, dielectric, and magnetic materials. Pr. 292 and MAT 293. (SP)

325L Electricity and Magnetism Laboratory (1:0:3). Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. Pr. 323, MAT 390, or consent of instructor. (SP)

327 Thermal Physics (3:3). Properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 292 (or 101, 102 with permission of instructor). (SP)

331, 332 Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics taken concurrently or completed.

333 **Selected Topics (1 to 3).** Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems; ideas involved in special relativity, cosmology, and quantum mechanics for those with little mathematical background; importance of understanding physical laws in development of art, music, and architecture; relationships between physical laws and communications. No previous science course required. Interested student should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

334 **Energy Options and the Environment (3:3).** Energy dilemma facing the U.S. Fundamentals of fission and fusion discussed and military and commercial uses of nuclear energy analyzed. Risks and benefits of fossil fuel use, extent and uses of geothermal energy, basic elements of wind energy, and feasibility of biomass use studied. Passive and active solar energy fundamentals and techniques studied and demonstrated.

345 **20th Century Physics: A Liberal Art (3:3).** 20th century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics. Junior, senior standing, or consent of instructor.

375 **Science of Nuclear Weapons/Arms Control (3:3).** Principles of nuclear weapons, strategies of their use. Science of weapons, effects, arms control efforts and problems. Pr. MAT 119 or equivalent.

425 **Optics (3:3).** Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). Pr. 325 or permission of instructor. (SP)

425L **Optics Laboratory (1:0:3).** Performance of geometrical and physical optics experiments with both microwaves and visible light. Pr. 321L, 325L, or permission of instructor. (SP)

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 **Seminar (1 to 3).** Selected topics of current interest in physics are studied.

501, 502 **Conceptual Physics for Teachers (3:3) (3:3).** The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed. Credit not applicable to M.S. degree in Physics.

510 **Apparatus and Instrumentation for Teaching (3:3).** Principles of design, construction, maintenance, and use of demonstration and laboratory apparatus and instrumentation are studied. Safe use of equipment, materials choice and substitutions, and functionality tests are included. Pr. consent of instructor.

512 **Electronics for Scientists (3:2:3).** Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist. Pr. permission of instructor or head of student's major department.

513 **Microcomputer Interfacing for Scientists (3:2:3).** Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily. Pr. permission of instructor.

519 **Advanced Laboratory (1 to 3:0:3 to 9).** Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation. Pr. 321L and 323L.

520 **Selected Topics in Physics (3:3).** A topic of special interest is studied in depth. Pr. consent of instructor.

521 Modern Physics with Quantum Mechanics (3:3). Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems. Pr. 321 and 325.

523 Analytical Mechanics (3:3). Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations. Pr. 323, MAT 390.

525 Electricity and Magnetism II (3:3). Continuation of 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation. Pr. 325.

530 Astrophysics (3:3). Current understanding of the structure and evolution of stars and galaxies is emphasized. Properties of the interstellar medium and cosmological models are studied in some detail. Pr. 291, 292, 321, 325, 323.

595 Individual Study (1 to 3). The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student. Pr. consent of instructor.

For Graduate Students Only

600 Graduate Seminar (1-3:1-3)

601 Teaching Concepts in Physics and Astronomy (3:3)

603, 604 General Physics for Teachers (3:3), (3:3).

605a, b Advanced - Placement Physics for Teachers (3:3), (3:3).

606 Advanced - Placement Physics for Teachers (3:3).

607, 608 Modern Physics for Teachers (3:3), (3:3).

610 Theoretical Physics for Teachers (3:3)

612 Experimental Physics for Teachers (1 to 3).

621 Quantum Mechanics I (3:3).

622 Quantum Mechanics II (3:3).

623 Classical Dynamics (3:3).

625 Electrodynamics (3:3).

627 Statistical Physics (3:3).

631, 632 Solid State Physics (3:3), (3:3)

640 Nuclear Physics (3:3).

650 Theoretical Physics (3:3).

695 Individual Study (1 to 3).

699a, b Thesis (3), (3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Political Science

237 Graham Building

Charles Prysby, Professor and Head of Department

Professors Clotfelter, Olson, Prysby; Associate Professors Bernick, Buck, Crowther, DeHoog, Meyers; Assistant Professors Griffiths, Haire, Tulloss

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost the entire range of offerings. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experience are available to both majors and non-majors in national government, public administration, and electoral politics.

Students seeking teacher certification should see **Teacher Education** in Chapter 5.

Political Science Major (Bachelor of Arts)

The Political Science Major is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 semester hours in political science above the 100-level including PSC 200, 210, 240, and 260. At least 15 semester hours must be at 300 level or higher. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for degree.

DOUBLE MAJOR IN POLITICAL SCIENCE

A student may double major by combining political science with another major. The student must complete all of the required courses for political science (PSC 200, 210, 240 and 260) and take 12 additional hours of political science at the 300 level or higher. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the double major. Students considering this option are advised to consult extensively with their advisors.

POLITICAL SCIENCE MINOR

A student may minor in political science by taking at least 15 hours of course work above the 100 level. The student should select courses to best suit intellectual and career interests, and in consultation with a member of the Political Science faculty.

POLITICAL SCIENCE COURSES (PSC)

For Undergraduates

105 Political Issues (3:3). Introduction to the main intellectual traditions of political science. Discusses basic problems, political life, and evaluates responses from the perspectives of competing theories of political behavior. *[AE, CAE].*

200 American Politics (3:3). Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course. *[SB, CSB].*

210 Introduction to Public Policy (3:3). Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. *[SB, CSB].*

240 The International System (3:3). Introduction to international politics focusing upon major changes in the international system since 1945. Introductory level course. *[SB, CSB].*

260 Introduction to Comparative Politics (3:3). Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, nondemocratic and transitional political systems. *[SB, CSB].*

290 The Politics of Development (3:3). Introduces students to problems of political development. Surveys the theoretical literature concerning the development process and explores critical problems facing developing countries and strategies employed to overcome them. *[NW, CNW].*

300 Special Topics (3:3). Study of an issue in political science. Students may repeat the course, but not the same topic, for credit.

301 Research Methods in Political Science (3:3). Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required. Non-majors interested in taking the course should secure consent of instructor.

305 Individual in Politics (3:3). Introduction to development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics, and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence.

310 Public Administration (3:3). Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

312 Environmental Policy (3:3). The study of the formation and implementation of federal and state environmental policy. Topics include air

and water pollution, hazardous waste, resource conservation, wildlife management as well as related issues. Buck.

313 **Environmental Law (3:3).** Development and implementation of legal framework to regulate and to protect the environment. Emphasis on recent statutes and administrative/judicial interpretation. Focus on federal and international law. Buck.

316 **Introduction to Law (3:3).** Survey of development of common law, civil and criminal court procedures, legal reasoning, use of precedent, and introduction to the case study method. Emphasis on law as instrument of social change, legal institutions and processes, and constitutional law. Pr. junior standing or consent of instructor. Haire

318 **Constitutional Law (3:3).** Leading principles and practices of Supreme Court decision-making with emphasis on interplay of social and political factors. Pr. junior standing or consent of instructor. Haire

320 **Civil Liberties (3:3).** Supreme Court decisions dealing with civil rights and liberties. Specific topics include First Amendment rights, criminal due process, privacy rights, and equal protection of the law for minorities and women. Pr. junior standing or prior consent of the instructor.

322 **American State Politics (3:3).** Comparison of political behavior and institutions among the 50 American states. Bernick.

323 **Urban Politics (3:3).** Examination of political behavior, processes, and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current development in American cities. Tulloss.

324 **Urban Administration (3:3).** Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and non-profit service agencies. Role of the city manager and other professional administrators.

327 **American Political Parties (3:3).** Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby.

328 **North Carolina and Southern Politics (3:3).** Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government.

329 **American Political Movements (3:3).** Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy.

330, 331 **Workshop in Practical Politics (3:2:6), (3:2:6).** Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently. Pr. consent of instructor; 200, 327 or 328 recommended.

332 **Elections and Voting (3:3).** Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby.

333 **Congress and Legislatures (3:3).** Examination of contemporary legislative bodies - Congress, state legislatures, and foreign parliaments. Attention given to their internal organizations and politics and to their relationship to their Chief Executive. Olson.

334 **The American Presidency (3:3).** Examination of the contemporary American presidency. Attention given to the multiple roles of the president, to the rise of the presidency in American government and politics, and to the implications of a powerful presidency for democratic government. Olson.

335 **Women in Politics (3:3).** Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection.

336 **Women and the Law (3:3).** Analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues.

340 **International Politics (3:3).** Analysis of recent problems in international politics, including weapons proliferation, underdevelopment, and selected regional conflicts. Pr. 240.

341 **International Law and Organization (3:3).** Introduction and analysis of the fundamentals of international law and organization and their role in the contemporary international system.

Pr. any international relations course or consent of instructor.

342 **American Foreign Policy (3:3).** Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers.

343 **Comparative Foreign Policy (3:3).** Comparative analysis of foreign policy of major nation states, including Russia, Japan, China, France and Germany. Pr. 240 and 342 or consent of instructor.

345 **National Security Policy (3:3).** Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges. Pr. 240.

346 **Russian Foreign Policy (3:3).** Analysis of development and implementation of Soviet Foreign Policy and the foreign policy of the current government of Russia.

350 **Democratic Political Systems (3:3).** Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries.

355 **Selected Topics in Comparative Politics (3:3).** Cross-national examination of specific topic in political organization and behavior. Students may repeat course but not same topic. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies; 355e. Legislative Process; 355f. Politics of the Future; 355g. Political Ideologies.

361 **East European Politics (3:3).** Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations. Crowther.

391 **African Political Systems (3:3).** Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Pr. 260 or consent of instructor. *[NW, CNW].*

399 **Public Affairs Internship (1 to 3).** Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship required. Students may repeat the course. Pr. consent of instructor.

401, 402 **Individual Study (1 to 3), (1 to 3).** Reading or research. Available to qualified students upon recommendation of an instructor. Pr. departmental stamp required for registration.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

501 **Selected Topics in Political Science (1 to 3).** Opportunity for advanced students to study in depth a topic of special interest. May be repeated for credit when topics vary. Pr. major in political science or consent of instructor.

503 **Survey Methods for Policy Research (3:3).** Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in public sector. Prysby.

504 **Public Sector Computer Applications (3:3).** An overview of computer applications in public administration, covering both specific applications and broader questions of design, management, and impact of information and decision support systems. Prysby.

505 **Problems in Politics (3:3).** Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

510 **Topics in Public Policy (1 to 3).** Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policy-making process, and the impact of policy. Students may repeat the course but not the same topic. 510a. Politics of Education; 510b. Criminal Justice; 510c. Labor Relations; 510d. Foreign and Defense Policy; 510e. Environmental Policy; 510f. Urban Development Policy; 510g. Health Strategies; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy; 510k. American Foreign Policy; 510m. Comparative Foreign Policies; 510n. Soviet Foreign Policy. Pr. consent of instructor.

511 **Problems in Public Management (1).** Intensive examination of important current problems related to the management of public institutions. Students may repeat the course when topics vary up to a limit of six credit hours. Pr. consent of instructor.

512 **Federalism and Intergovernmental Relations (3:3).** Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments. Pr. consent of instructor or 200, 210, or 310; or graduate standing.

516 **Administrative Law (3:3).** The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Pr. 200 or approval of instructor. Buck.

520 **Urban Political System (3:3).** Examination of major topics in the study of urban government and policy. Systems approach to provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics. Pr. 323 or 324 or consent of instructor. Tulloss.

530 **Administrative and Elected Leadership (3:3).** Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies. Pr. consent of instructor. Olson.

535 **Citizen Participation in Policy-Making (3:3).** Political participation and citizen involvement in governmental policy-making. Both citizen initiated and government sponsored efforts to increase popular input analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general. Pr. consent of instructor.

540 **Nonprofit Management and Leadership (3:3).** Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, services and program planning, implementation, resource development. Pr. senior or graduate standing. DeHoog.

550 **Survey of Regional Politics (3:3).** Survey of political problems and processes in international regions, intended primarily for teachers and education majors seeking an introduction to selected geographic areas of the world. Students may repeat course but not same topic. 550a. Africa; 550b. Asia; 550c. Eastern Europe and the Soviet Union.

580 **Political Change and Public Policy (3:3).** Potential socio-economic and political consequences of contemporary societal policies, including examination of policy options and planning processes.

For Graduate Students Only

600 **Public Administration and Management (3:3).**

601 **Politics of Public Policy (3:3).**

602 **Quantitative Analysis and Program Evaluation. (3:3).**

603 **Budgeting and Fiscal Administration (3:3).**

604 **Public Personnel Management (3:3).**

610 **Public Policy Analysis (3:3).**

612 **Organizational Behavior (3:3).**

613 **Local Government Administration (3:3).**

615 **Public Personnel: Development and Evaluation (3:3).**

620 **Research Seminar in Urban Policy (3:3).**

630 **Research Seminar in American Politics (3:3).**

635 **Political Ideologies and Political Movements (3:3).**

650 **Research Seminar in Comparative Public Policies (3:3).**

690 **Public Affairs Seminar (3:3).**

695 **Public Affairs Internship (3 to 6).**

696 **Directed Field Research (3 to 6).**

697, 698 **Special Problems in Political Science (1 to 3), (1 to 3).**

699 **Thesis (3 to 6).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Department of Psychology

296 Eberhart Building

Anthony DeCasper, Professor and Head of Department

Professors DeRosa, Eason (Emeritus), Gottlieb, (Excellence Foundation Professor), Guttentag, Hunt, Johnston, Logan, Lumsden, Nelson, Salinger, Shull, Smith (Emeritus), Soderquist, Wells, White; Associate Professors Hicks, Keane, Lawrence, Rabiner, Seta; Assistant Professor Kossen

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Physiological psychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, developmental, and social psychology. Clinical psychology emphasizes the application of psychological principles to clinical problems and other aspects of adult and child behavior.

To supplement reading and lecture material, some courses have laboratories where students can see the principles of behavior and psychological functioning in operation firsthand. In addition to the B.A. program for undergraduates, the department offers training at both the M.A. and Ph.D. levels.

Students may take any 300- and 400- level psychology course for which they satisfy the stated prerequisites.

Students who wish to seek **teacher certification** should see **Teacher Education** in Chapter 5 as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

Psychology Major (Bachelor of Arts)

Required: 122 semester hours

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in psychology including: PSY 221 or 223; 310; either 341 or 345; either 326 or 342 or 347; either 450 or 453; 452 or 454; 425 or 449 or 451; and 515. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

TEACHER CERTIFICATION IN SOCIAL STUDIES

Students majoring in psychology may elect to pursue teacher certification in Social Studies. Completion of this means of teacher certification will enable one who wishes to teach Social Studies curricula in the secondary schools to gain the background for teaching psychology courses as well. The requirements for completion of teacher certification in Social Studies are listed on page 355 of this catalog. The University, College, and departmental major requirements are the same as for any other psychology major; however, those intending to gain teacher certification are particularly encouraged to select Personality, Abnormal, and Social Psychology either as their choices among the required alternatives or as electives in the major. Furthermore, the student is encouraged to choose electives in Departments of Sociology, Philosophy, or Religious Studies that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

CONCENTRATION IN PSYCHOLOGY

for Teacher Education Students

A minimum of 24 semester hours to include:

Psychology 221

A minimum of 3 courses at the 300 level

A minimum of 2 courses above the 300 level (not including PSY 433 or 434)

Plus other psychology courses (which can include 433 and 434) to total a minimum of 8 courses or 24 semester hours

PSYCHOLOGY AS A SECOND MAJOR

Psychology courses required are the same as for a Psychology Major. (See College Requirements for Second Majors, page 55).

BIOPSYCHOLOGY AS A SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels. Each student seeking to complete this second major must complete the basic requirements and then select additional courses in Biology and Psychology with the approval of the Biopsychology Second Major Advisory Committee (contact either the Head of the Department of Psychology or the Head of the Department of Biology).

Basic requirements: BIO 277; CHE 114, 115; MAT 119; and PSY 425, 450, and 453.

Additional requirements: a minimum of nine additional hours in Biology courses and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

PSYCHOLOGY MINOR

A student may earn a minor in psychology by completing a minimum of 15 hours in the department. The Department's Director of Undergraduate Studies will be glad to recommend courses appropriate to the student's interest.

PSYCHOLOGY COURSES (PSY)

For Undergraduates

221 General Psychology (3:3). Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement. Students may not take both 221 and 223 for credit. *[SB, CSB].*

223 Introduction to Psychology: Natural Science Perspective (3:3). Topics include evolutionary and genetic factors, physiological processes, sensory processes, perception, learning, memory, motivation, and emotion. Relation between research and theory stressed. Students may not take both 221 and 223 for credit. *[NS, CLS].* NOTE: PSY 223 cannot be substituted for PSY 221 for Teacher Education curricular requirements.

223L Experimental Psychology Laboratory (1:2). Laboratory/lecture introduction to methods of experimental psychology. Emphasizes formulating hypotheses, designing experiments, describing and interpreting data, and writing reports. Pr. prior or concurrent enrollment in 223 or consent of instructor. *[NS, CLS].*

310 Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level. Requires knowledge of elementary algebra. Student may not receive credit for STA 352, 371, or ECO 250 and PSY 310.

312 Psychology of Learning (3:3). Principles of learning and their application to everyday human behavior. Analysis of learning situations involved in child-rearing, classroom teaching, and deviant behavior. Pr. 221 or 223. *[SB, CSB].*

314 Industrial and Organizational Psychology (3:3). Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. Pr. 221 or 223. (Same as MGT 314.)

320 Psychology of Animal Communication (3:3). Survey of the strategies of non-human communication used by animals, the methods used for their study, and their bearing on human communication. Pr. one introductory course in a behavioral or biological science or consent of instructor.

326 Developmental Processes: Learning, Cognition, and Perception (3:3). Children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of learning, cognition, and perception. Pr. 221 or 223.

341 Abnormal Psychology (3:3). A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: Biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural. Pr. 221 or 223. *[SB, CSB].*

342 Developmental Processes: Social, Personality, and Motivation (3:3). Survey of development and behavior of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of social, personality, and motivation development. Pr. 221 or 223.

345 Introduction to Personality (3:3). Comparative study of representative theories of personality from the psychodynamic, trait, behavioral, and humanistic perspectives. Pr. 221 or 223. *[SB, CSB].*

346 Sex, Gender, and Behavior (3:3). Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research. Pr. 221 or 223.

347 Dynamics of Social Behavior (3:3). Study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 221 or 223.

361 Environmental Psychology (3:3). Evaluation of research in environmental psychology. Content areas include attitude change, crowding, effect of an unpredictable environment, helping and helplessness. Pr. 221 or 223.

410 The Psychology of Language (3:3). Language comprehension and memory. Relationship between language and thought. Psychological questions considered from several different theoretical and methodological perspectives. Pr. 221 or 223.

412 Language and the Child (3:3). Psychological issues, methodologies, and findings in language development. Emphasis on language as an interactional learning device central to the development of cognition and knowledge of the world. Pr. 221 or 223 and 326, equivalents, or permission of instructor.

425 Animal Behavior (3:3). Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. Pr. 221 or 223.

433, 434 Special Problems in Psychology (1 to 3), (1 to 3). Opportunity for students to work individually or in small groups on psychological problems of special interest. Survey of given field or intensive investigation of particular problem. Paper or other formal evaluation required. Pr. juniors and seniors with at least 9 hours of psychology; student should consult instructor before registering for this course.

437 Psychological Tests and Measurements (3:2:3:). Major principles of measurement of psychological attributes. Factors essential for reliable and valid measuring instrument. Fundamentals of testing in areas of achievement, personality, intelligence, attitudes, and projective techniques. Experience in constructing, giving, and evaluating tests provided in laboratory. Pr. 221 or 223 and 310.

440 Introduction to Clinical Psychology (3:3). Theories and techniques of current approaches to clinical psychology. Survey of clinical applications, theoretical underpinnings, empirical support, and current controversial issues. Pr. 221 or 223, and 341.

449 Motivation and Emotion (3:3). History, data, and theories concerning the nature and scientific status of motivational and emotional variables. Roles of physiological factors and learning stressed. Pr. 221 or 223.

450 Physiological Psychology (3:3). Role of central and peripheral nervous systems, muscles, and glands in mediation of behavior. Pr. 221 or 223 or BIO 101, 102.

451 Experimental Analysis of Operant Behavior (3:2:3). Methodological and theoretical considerations of basic factors of generation, maintenance, extinction, differentiation, discrimination, generalization, chaining, and motivation of operant behavior. Pr. 221 or 223.

452 Cognitive Psychology (3:2:3). Processes involved in human learning, memory, problem solving, and related performance; examination of typical experimental techniques, results, and current theoretical accounts of these processes. Pr. 221 or 223.

453 Sensory Processes (3:2:3). Sensory systems and how they receive and modify information about the external environment; structures, function, and phylogenetic development of eye, ear (including labyrinth), nose, and organs of touch. Pr. 221 or 223.

454 Perceptual Processes (3:2:3). Examination of perceptual processes of detection, discrimination, and scaling of changes in visual and auditory stimulus input, as well as study of instances of perceptual stability. Pr. 221 or 223.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

502 Psychology of the Exceptional Child (3:3). General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of teachers in special education. May not be taken by students who have credit for PSS 540. Pr. 221 or 223 and consent of instructor.

503 Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in area of mental deficiency. Pr. 221 or 223 or consent of instructor.

504 Behavior Disorders in Children (3:3). Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 326, 342, or consent of instructor.

505 **Applied Behavioral Psychology(3:3).** Principles of behavior and their current applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing. Pr. 221 or 223 or consent of instructor.

506 **Psychology of Aging (3:3).** Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health. Pr. 221 or 223 or consent of instructor.

515 **History and Systems of Psychology (3:3).** Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology. Pr. senior or graduate status with minimum of 12 hours of psychology, including 221 or 223, or consent of instructor.

524 **Consumer Behavior (3:3).** Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. 221 or 223 or MGT 312 or consent of instructor. (Same as MGT 524.)

525 **Developmental Psychobiology (3:3).** Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior. Pr. 425 or equivalent or permission of instructor.

540 **Drugs and Behavior (3:3).** Introduction to study of drug effects on brain and behavioral processes in normal and abnormal populations. Implications of drug/behavior interactions for the physiological understanding of behavior. Pr. 450, 453, or consent of instructor.

550 **Clinical Neuropsychology (3:3).** Introduction to the relationships between human brain function and behavior in normal and clinical populations. Pr. 450, 453, or consent of instructor.

For Graduate Students Only

601 **Graduate Problems in Psychology (1 to 3).**

602 **Seminar in Systematic Issues (3:3).**

604 **Organizational Behavior in Management (3:3).**

608 **Personality and Social Development (3:3).**

611 **Experimental Design in the Behavioral Sciences (3:3).**

612 **Psychological Perspectives on Language (3:3).**

614 **Child Language: The Psychological Perspective (3:3).**

617 **Behavior Theory (3:3).**

621 **Theory and Methods of Behavioral Intervention (3:3).**

622 **Theory and Methods of Psychotherapy (3:3).**

623 **Theory and Methods of Personality Assessment (3:3).**

624 **Research Methods in Clinical Psychology (3:3).**

625 **Advanced Animal Behavior (3:3).**

626 **Theory and Methods of Behavioral Assessment and Therapy (3:3).**

640 **Theory and Methods of Intellectual Assessment (3:3).**

642 **Practicum in Clinical Intervention (1 to 6).**

643 **Developmental Psychology (3:3).**

644 **Human Behavioral Development (3:3).**

645 **Cognitive Development (3:3).**

646 **Social Bases of Personality (3:3).**

647 **Advanced Social Psychology (3:3).**

650 **Physiology of Sensory and Behavioral Processes (3:3).**

650L **Physiological Psychology Laboratory (1:0:3).**

651 **Experimental Analysis of Operant Behavior (3:2:3).**

652 **Cognitive Processes (3:2:3).**

654 **Perceptual Processes (3:2:3).**

655 **Sensation and Perception (3:3).**

661 **Psychological Disorders in Children (3:3).**

662 **Psychological Disorders in Adults (3:3).**

683 **Contemporary Problems (3:3).**

691 **Advanced Clinical Seminar in Couple and Family Counseling/Therapy (3:3)**

699 **Thesis (6).**

711 **Experimental Course: The Teaching of Psychology (3:3).**

751 **Independent Doctoral Research (1 to 6).**

762 **Internship in Clinical Psychology (1 to 12).**

763 **Externship in Clinical Psychology (1 to 12).**

799 **Doctoral Dissertation Research (12).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Department of Religious Studies

109 Foust Building

Henry Samuel Levinson, Professor and Head of Department

Associate Professor Wakeman; Assistant Professors Krueger, Orzech, Ramsey; Lecturers Headington, Sopper

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

Courses are organized in four concentrations:

1. Traditions
2. Historical Studies
3. Critical and Evaluative Studies
4. Cultural Studies.

The Department teaches courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Critical and evaluative studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

Religious Studies Courses Which Meet All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

REL 104, 107, 109, 110, 207, 228, 309, 331, 365	Analytic and Evaluative Studies (AE, CAE)
REL 202, 204, 210	Historical Perspectives on Western Culture (HP, CPM)
REL 131	Historical Perspectives on Western Culture (HP, CMO)
REL 111, 211, 218, 220, 221, 225, 351	Nonwestern Studies (NW, CNW)

Religious Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism and communications.

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its

programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in Religious Studies above the 100-level, including one course from each category.

1. Traditions: REL 210, 211, 212, 215, 218, 220, 221, 225, 351
2. Historical Studies: REL 202, 204, 301, 305, 366, 367
3. Critical and Evaluative Studies: REL 207, 228, 230, 240, 259, 324, 325, 330, 331, 333, 339, 365
4. Cultural Studies: REL 309, 310, 314, 318, 503

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Religious Studies Minor

The Religious Studies Minor complements majors in a variety of fields in the humanities and social sciences; for others it provides a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world. The minor consists of 18 semester hours including one course each in Traditions, Historical Studies, Critical and Evaluative Studies, and Cultural Studies.

Religious Studies Courses (REL)

For Undergraduates

104 Religion, Ritual, and the Arts (3:3). A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary. [AE, CAE].

107 Myth and Ritual in the Ancient Near East (3:3). Exploration of classical Western religious themes (marriage, battle, underworld, journey) in the earliest form of their expression in ancient Near Eastern myth and ritual. *[AE, CAE].*

109 Religion and Contemporary Culture (3:3). Understandings or religion as shaped by contemporary social institutions, the arts, politics, and philosophy. [AE, CAE].

110 Introduction to Religious Studies (3:3). Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols, and practices which characterize religious experience. *[AE, CAE].*

111 Non-Western Religion (3:3). Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms. *[NW, CNW].* (Formerly REL 205)

121 Religious Themes in World Literature (3:3). Religious attitudes and themes concerning suffering, bafflement, and evil in contemporary novels by such authors as Atwood, Chappel, Delilo, Dillard, Erdrich, Heller, Kundera, Levi, Morrison, Rushdie, Thomas, Tylor, and Vonnegut.

131 Religion in America (3:3). Diverse religious traditions and thinkers that have played a significant role in the history of the United States from Native American beginnings to the present. *[HP, CHP-CMO].* (Formerly REL 231)

202 Introduction to the Hebrew Scriptures (3:3). Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context. *[HP, CHP-CPM].*

204 New Testament and the Origins of Christianity (3:3). Study of the New Testament texts in their historical, sociological, and literary contexts. *[HP, CHP-CPM].*

207 Modern Problems of Belief (3:3). Exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present. *[AE, CAE].*

210 Christianity I (3:3). Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation. *[HP, CHP-CPM].*

211 Hinduism (3:3). Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought. *[NW, CNW].*

212 Christianity II. (3:3). Examination of a range of themes in the history of Christian thought from the sixteenth century to present, through reading of a variety of texts representative of Christian traditions.

215 Judaism (3:3). Introductory study of Judaism, its history, texts, life, and thought.

218 Religions of China (3:3). A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

220 Religions of Japan (3:3). A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

221 Buddhism (3:3). Introduction to the origin, development, and impact of Buddhism in Asian cultures. Focus on religious doctrines, forms of community, religious practices, techniques, art and iconography, and the implications of the Buddhist perspective for the contemporary world in both Asia and the West. *[NW, CNW].*

225 Islam (3:3). Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures. *[NW, CNW].*

228 Religion and Pragmatic Tradition (3:3). Study of 'classic' pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil. *[AE, CAE].*

230 American Religious Romantics (3:3). A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry.

240 Modern Jewish Thought (3:3). A survey of modern Jewish thinkers from Spinoza to Rozensweig.

259 Philosophy of Religion (3:3). Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as Philosophy 259)

301 History of Early Christianity (3:3). Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

305 Religions of the Greco-Roman World (3:3). Study of themes in Judaism, Christianity, and pagan religious movements of the Mediterranean world from Alexander to Constantine.

309 Gender and Spirituality in the West (3:3). Examines assumptions about gender roles in Western religious tradition in relation to changing roles of men and women, spiritual needs and new forms of their expression. *[AE, CAE].*

310 Christianity and the Construction of Gender (3:3). Study of the role of categories of male and female in the creation and maintenance of Christian notions of holiness, authority, and hierarchy in historical perspective.

314 Saint and Society in the Early Middle Ages (3:3). Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

318 Magic, Science, and Religion (3;3). Examination of theories of religion advanced by anthropologists, sociologists, historians and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

324 Philosophical Issues in Religion (3:3). Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

325 Contemporary American Jewish Thought (3:3). Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

330 Major American Religious Thinkers (3:3). Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment. May be repeated for credit when topic varies. Pr. 131, 232, 234 or 236, or consent of instructor.

331 Early American Religious Thought (3:3). Exploration of American religious thought from the settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics. *[AE, CAE].*

333 Religion and Psychology (3:3). Presents classic Western and Asian psychological theories of religion and shows how various religious traditions understand the human psyche.

339 Understanding Religious Experience (3:3). Analysis and evaluation of works by major thinkers, e.g., Martin Schleiermacher, Edwards, Otto, James, Santayana, Buber and Proudfoot, interpreting religious experience, e.g., conversion, prayer, mysticism, and possession.

351 Religion in Traditional Societies (3:3). Study of religion in traditional societies in which the basic question "What is it to be human?" is raised by entering into the diverse symbolic worlds of native Americans, Africans, or others. *[NW, CNW].*

365 Myth and Theory (3:3). An examination of theories of myth in light of intensive readings in Asian, African and Western Mythology, with emphasis upon the role of myth in religion and culture. *[AE, CAE].*

366 Religions of China: Selected Topics (3:3). Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch'an Buddhism, the underworld and the dead.

367 Religions of Japan: Selected Topics (3:3). Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

401, 402, 403, 404 Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3). Directed program of reading, research, and private instruction. Pr. permission of instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

503 Topics in Religious Studies (3:3). Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition. May be repeated once for credit. Pr. permission of instructor.

For Graduate Students Only

695 Independent Study (1 to 3).

Department of Romance Languages

319 McIver Building

Kathleen V. Kish, Professor and Head of Department

Professors Fein, Sánchez-Boudy, Smith, Smith-Soto; Associate Professors Almeida, Bulgin, Goode, Koenig, Mitchell, Sotomayor, Stinson, Whitaker; Assistant Professors Arias, Campo, Chesak, Rizk; Lecturers Bender, Dattalo, Jones, Levine, López-Bilbao, McLin, Newsom, Rodriguez, Rubio, Tomlinson

The Department of Romance Languages offers a variety of programs in language, literature, and culture of the three major Romance areas of French, Spanish, and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Students with one or more years of high school French or Spanish who wish to continue the study of that same language must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school but not previously pursued at the college level must also take the test. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation. Native or near-native speakers must consult with Department Head before signing up for courses in the Department.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language;
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts and the Master of Education degrees in French and in Spanish.

Special facilities and features include language laboratories; summer programs in France, Spain, Italy, and Latin America; and French and Spanish honorary societies. Achievement in Romance studies is recognized by five annual awards to outstanding juniors and seniors.

French or Spanish Major (Bachelor of Arts)

Required: 122 semester hours

The French and Spanish Majors are designed to ensure a well-rounded preparation in language and literature. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin above the 204 level. The maximum number of hours in the major that will count toward graduation is 60 (see page 55 for details).

Students seeking **teacher certification** should see **Teacher Education** in Chapter 5.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements in French

Minimum 30 semester hours above the 204 level, including:

1. 301.
2. 307, 308 (301 is a prerequisite for 307 and 308).
3. 309 (301 is a prerequisite for 309) and 409 (309 is a prerequisite for 409)
4. One course from: 311, 312, 313 (301 is a prerequisite for 311, 312, 313).
5. Two literature courses at the 400- or 500-level (307 or 308 is a prerequisite for any literature course at the 400-level; a 400-level course is a prerequisite for a 500-level course).
6. Additional courses (6-12 sem. hrs.).

Students seeking **teacher certification** must include Phonetics(411) and Civilization (371a or 372 or 571 or 572). Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Please see additional teacher certification requirements discussed in **Teacher Education** in Chapter 5.

Literature courses in English translation may not be used for credit toward the major.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Requirements for the Second Major in French

24 semester hours above the 204 level.

1. 301, 307, 308, 309.
2. One course from 311, 312, 313, 409.
3. One 400-level literature course.
4. Two other courses above 204.

Students seeking teacher certification must include Phonetics (411), Civilization (371a or 571 or 572), Composition (309 or 409) and Conversation (311 or 312 or 313 or 409) in the 24 semester hours.

Literature courses in English translation may not be used for credit toward the second major.

Requirements for the Minor in French

15-21 semester hours of courses in French above 203, excluding literature courses in English translation.

Major Requirements in Spanish

Minimum 30 semester hours above the 204 level, including:

1. 305, 306.
2. Four language courses (a maximum of six sem. hrs. of 300-level conversation may be counted toward the first 30 hrs. of the major) from: 309, 311, 312, 313, 341, 409.
3. Three literature courses at the 400 level or above (400-level literature courses normally have as a prerequisite 305 and 306, or equivalent; 500-level literature courses normally

have as a prerequisite one 400-level course in Hispanic literature or permission of instructor).

4. Additional courses above 204 to fulfill hours in the major. At least one course at the 500 level must be included in the major.

Students seeking **teacher certification** must include Phonetics (450) and Civilization (371 if taken in Spain, or 571, or 572). Please see additional teacher certification requirements discussed in **Teacher Education** in Chapter 5. Literature courses in English translation may not be used for credit toward the major.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Requirements for the Second Major in Spanish

24 semester hours above the 204 level.

1. 305, 306.
2. Three courses from: 309, 311, 312, 313, 314, 341, 409, 450.
3. One 400-level literature course.
4. Two other courses above 204.

Second majors who plan to teach must include composition (309 or 409), conversation (311, or 312, or 313), phonetics (450), and civilization (371 if taken in a Spanish-speaking country, or 571, or 572) in the 24 sem. hrs. Literature courses in English translation may not be used for credit toward the major.

Requirements for the Minor in Spanish

15-21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

Related Courses, Double Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; European, French, or Latin American History; International Studies; Linguistics; Music; Art; Social Science.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

FRENCH COURSES (FRE)

Courses in English Translation

222 Explorations in French Literature: English Versions (3:3).

224 Medieval French Literature in English Translation (3:3).

303 Albert Camus in English Translation (3:3).

A full description of these courses will be found in numerical order in the French courses listed below.

For Undergraduates

101A, 101B, 102 Beginning French (3:3), (3:3). Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory. 101A: open only to students with no previous experience in the French language; 101A may not be repeated for a grade. 101B: open to students who have studied French previously but who do not place into FRE 102; 101B is graded on a Pass/Not Pass basis. Pr. 101A or B prerequisite to 102.

113 Conversation in France (3). Extensive formal and informal training in French conversation in a living French setting. Open only to students not meeting the prerequisites for 313. Offered only as a summer program in France. Pr. two semesters of beginning French courses or permission of instructor.

203, 204 Intermediate French (3:3), (3:3). Review and further study of basic French structures with emphasis on active use of language skills; listening, speaking, writing, reading. Pr. 102 or equivalent; 203 prerequisite to 204. *[CFL].*

222 Explorations in French Literature: English Versions (3:3). The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. May not be used for credit toward French major. *[WL, CWL].*

224 Medieval French Literature in English Translation (3:3). Readings from major genres of the Middle Ages in English translation, as reflections of cultural, philosophical, and aesthetic values in the age of chivalry and belief. May not be used for credit toward French major. Fein.

301 Advanced French (3:3). An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary French culture. A bridge to advanced work in all areas. Pr. 204 or equivalent, or instructor's permission.

303 Albert Camus in English Translation (3:3). Reading and discussion of Camus' novels, plays, and essays in English. May not be used for credit toward French major. Smith. *[WL, CWL].*

307, 308 Survey of French Literature (3:3; 3:3) 307: Middle Ages through the eighteenth century. 308: Nineteenth and twentieth centuries. Pr. 301. *[WL, CWL].*

309 French Composition I (3:3). Study of grammar and idiom. Formal and informal writing. Pr. 301 or permission os instructor.

311 French Conversation (3:3). Training in spoken French. Pr. 301 or permission os instructor.

312 French Conversation and Culture (3:3). Training in spoken French in the context of French culture. Pr. 301 or permission os instructor.

313 Conversation in France (3). Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France. Pr. 301 or permission os instructor.

341, 342 Business French (3:3), (3:3). French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world. Pr. 301 or permission os instructor. Koenig.

371a, 371b Culture and Civilization in France (3), (3). Offered only as a summer program in France. Special emphasis on Paris and one other region of France. **371a** taught in French. Pr. 301 or permission os instructor. **371b** taught in English. Open only to students not meeting prerequisites for 371a; 371b may not be used for credit toward French major.

372 Introduction to French Civilization and Culture (3:3). An introduction to French civilization, presenting an historical overview of major periods with emphasis on selected thematic topics. Pr. 301 or permission of instructor.

409 Advanced Written and Spoken French (3:3). Intensive practice in the written and spoken language. Focus on refinements in structure, vocabulary development, informal conversation, and formal writing styles. Pr. 309 or permission of instructor. Koenig.

411 French Phonetics (3:3). Systematic approach to French pronunciation through sound/spelling relationships, exercises in phonetic transcription, and sound discrimination. Phonetic theory reinforced by aural-oral practice to improve intonation and articulation. Pr. 311. Mitchell.

412 French Literature to 1500 (3:3). Introduction to medieval literature (Modern French versions): epic, comic theatre, Arthurian legend, and fabliau. Among works to be read: *La Chanson de Roland, Maître Pathelin,* romances of Chrétien de Troyes. Pr. 307 or 308. Fein.

422 French Literature of the Sixteenth Century (3:3). The Renaissance in France, reflected in prose by Rabelais and Montaigne; in lyric poetry of the Pléiade; and in writings of the French humanists. Pr. 307 or 308. Campo.

432 French Literature of the Seventeenth Century (3:3). The High Classical Period and its antecedents: Molière, Racine, Corneille, La Fontaine, Mme de Lafayette, Descartes, and Pascal. Pr. 307 or 308. Goode.

442 French Literature of the Eighteenth Century (3:3). The Enlightenment and Pre-Romanticism in France: Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Beaumarchais, and Rousseau. Pr. 307 or 308. Rizk.

452 French Literature of the Nineteenth Century (3:3). From Romanticism to Symbolism: foundations of modern French literature in the works of Hugo, Balzac, Stendhal, Flaubert, Baudelaire, Mallarmé, and Rimbaud. Pr. 307 or 308. Bulgin.

462 French Literature of the Twentieth Century (3:3). Quest for meaning in changing times through surrealism, existentialism, and redefined humanism: Apollinaire, Proust, Eluard, Aragon, Malraux, Sartre, Camus, Sarraute, and Robbe-Grillet. Pr. 307 or 308. Smith.

480 Special Topics in French Literature (3:3). Readings in literature not covered by other course offerings at this level. Topics vary. Pr. 307 or 308.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

507 Teaching French Through French Literature (3:3). For upper-level majors and graduate students who plan to teach French. Strategies for teaching the French language through its literature. All major genres represented. Pr. 400-level French literature course or permission of instructor.

510 Topics in French Literary Movements (3:3). In-depth study of a major literary trend: classicism, realism, naturalism, and others. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

517 The Auteur Director (3:2:3). Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when the topic varies. Pr. COM 171 or ENG 330 or permission of instructor. (Same as COM, ENG, ITA, SPA 517.)

518 Studies in Film Genre (3:2:3). Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. Films screened in French. May be repeated for credit when the topic varies. Pr. COM 171 or ENG 330 or permission of instructor. (Same as COM, ENG, ITA 518.)

520 Topics in French Fiction (3:3). Studies in prose fiction - roman, conte, nouvelle - through a variety of critical and historical approaches, each topic focusing on one such approach. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

530 Topics in French Poetry (3:3). Studies in French lyric poetry through a variety of critical and historical approaches, each particular topic focusing on one such approach. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

540 Topics in French Theatre (3:3). Studies in French theatre through a variety of critical and historical approaches, each particular topic focusing on one such approach. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

550 Old French Literature (3:3). Readings in literature of the Old French period (9th-13th centuries). Pr. 400 level course in French literature or permission of instructor.

552 Middle French Literature (3:3). Readings in fifteenth-century literature exploring each of the major genres: the nouvelle, farce, and lyric poetry. Pr. 400 level course in French literature or permission of instructor. Fein.

560 French Literature of the Renaissance (3:3). Survey of sixteenth-century literature including works of Marot, Rabelais, and poets of the Pléiade. Special emphasis on the *Essais* of Montaigne. Pr. 400 level course in French literature or permission of instructor. Campo.

571, 572 French Civilization (3:3), (3:3). Study of France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Pr. 307 or 308 or 372 or permission of instructor. Koenig.

580 Advanced Topics in French Literature (3:3). Nontraditional perspectives on literature in the French language: thematic topics, Francophone literature, and others. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

590 Topics in Québec Literature (3:3). Studies in Québec literature through a variety of aspects or genres, each topic focusing on one such aspect or genre. May be repeated for credit when topic varies. Pr. 400 level course in French literature or permission of instructor.

For Graduate Students Only

600 Methods of Teaching French (1:1:3).

605, 606 Advanced Composition for Graduate Students (3:3), (3:3).

610 History of the French Language (3:3).

620 French Literary Criticism (3:3).

631 **Moliere (3:3).**
632 **Rousseau (3:3).**
633 **Stendhal (3:3).**
634 **Gide, Malraux, Camus (3:3).**
670 **Seminar in French Literature (3:3).**
693 **Special Problems in French Language and Literature (3:3).**
695 **Independent Study (3).**
699 **Thesis (3 to 6).**
800 **Graduate Registration (0).**
801 **Graduate Registration (0).**

SPANISH COURSES (SPA)

Course in English Translation

Spanish literature in English translation course is as follows:

222 **Hispanic Masterpieces in English Translation (3:3).** A full description of this course will be found in numerical order in the Spanish courses listed below. *[WL, CWL].*

For Undergraduates

101A, 101B, 102 Beginning Spanish (3:3), (3:3). Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory. 101A: open only to students with no previous experience in the Spanish language; 101A may not be repeated for a grade. 101B: open to students who have studied Spanish previously but who do not place into SPA 102; 101B is graded on a Pass/Not Pass basis. Pr. 101A or B prerequisite to 102.

203, 204 Intermediate Spanish (3:3), (3:3). Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. Pr. 102 or equivalent; 203 prerequisite to 204. *[CFL]*

222 **Hispanic Masterpieces in English Translation (3:3).** Best of Spanish and Spanish-American literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

305 **Introduction to Spanish Literature (3:3).** Reading of representative texts in chronological order, with attention to techniques of literary analysis. Pr. 204 or equivalent. *[WL, CWL].*

306 **Introduction to Spanish-American Literature (3:3).** Reading of representative texts in chronological order, with attention to techniques of literary analysis. Pr. 204 or equivalent. *[WL, CWL].*

309 **Intermediate Spanish Composition (3:3).** Intensive study of grammar and idiom. Formal and informal writing. Pr. 204 or equivalent.

311 **Spanish Conversation (3:3).** Intensive and methodical training in spoken Spanish. Pr. 204 or equivalent.

312 **Spanish Conversation (3:3).** Further intensive and methodical training in spoken Spanish. Pr. 311 or permission of instructor.

313 **Conversation in a Spanish-Speaking Country (3).** Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad. Pr. 204 or permission of instructor.

314 **Spain Today (3).** An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers. Pr. 204 or equivalent.

341 **Business Spanish (3:3).** Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish-speaking countries. Pr. 204 or equivalent.

371 Introduction to Hispanic Culture (3:3). Introduction to the culture of the Hispanic world. Selected readings on the culture by noted Hispanic authors, films, slides with classroom discussions. Pr. 204 or equivalent.

401 Special Topics in Hispanic Literature (3:3). Directed study and research in literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country. Pr. one 300-level course in Spanish literature and permission of instructor.

409 Advanced Written and Spoken Spanish (3:3). Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles. Pr. 309 and 311 or equivalent.

411 Spanish-American Theatre (3:3). Comprehensive view of the twentieth-century Spanish-American theatre. Pr. 305 and 306, or equivalent. Almeida, Smith-Soto.

421 Twentieth-Century Spanish Novel (3:3). Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín, and Pérez de Ayala. Brief survey of the post-Civil War novel. Pr. 305 and 306, or equivalent. Sotomayor.

424 Nineteenth-Century Spanish Theatre (3:3). Survey of the Spanish drama from neoclassicism to the late nineteenth century. Includes Moratin, Duque de Rivas, Zorilla, Tamayo y Baus, Echegaray, Peréz Galdós. Pr. 305 and 306, or equivalent. Kish, Sotomayor.

426 Spanish-American Poetry (3:3). Analysis of representative works from Modernism to present. Lectures on social, literary, and cultural backgrounds. Pr. 305 and 306, or equivalent. Sánchez-Boudy, Smith-Soto.

427 Spanish-American Short Story (3:3). Evolution of the short story in Spanish America, with special attention to thematic and stylistic analysis of contemporary masters of the genre. Includes Borges, Rulfo, Cortázar, Garcia Márquez and others. Pr. 305 and 306, or equivalent.

429 Spanish-American Novel (3:3). Development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Pr. 305 and 306, or equivalent. Sánchez-Boudy.

430 Eighteenth-Century Spanish Literature (3:3). Literature of the Enlightenment in Spain (fiction, prose, poetry, and drama), with attention to major literary movements. Pr. 305 and 306, or equivalent. Kish.

431 The Essay in Latin America (3:3). Historical evolution, thematic diversification, cultural content, and stylistic traits. Pr. 305 and 306, or permission of instructor.

433 Spanish Ballads (3:3). Thematic and stylistic study of the Spanish ballad with attention to origins and developments. Pr. 305 and 306, or equivalent. Kish.

434 Spanish Drama of the Golden Age (3:3). Evolution of the Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Pr. 305 and 306, or equivalent. Whitaker.

450 Spanish Phonetics (3:3). Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 311, 312, or equivalent or permission of instructor. Sotomayor, Stinson.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

497, 498 Special Topics in Spanish Literature (3:3), (3:3). Directed study and research in literary topics. Departmental permission required.

For Advanced Undergraduates and Graduate Students

501 Mexican Literature (3:3). Principal authors, works, and themes of Mexican literature, with emphasis on twentieth-century writers. Pr. one 400-level course in Hispanic literature or permission of instructor. Almeida.

503 Argentine Literature (3:3). Principal authors, works, and themes of Argentine literature, with attention to the gaucho, feminist, modernist, and post-modernist traditions. Pr. one 400-level course in Hispanic literature or permission of instructor. Smith-Soto.

505 Andean Literature (3:3). Principal authors, works, and themes of the literature of the Andean countries (Bolivia, Chile, Colombia, Ecuador, Peru, and Venezuela), with emphasis on the contemporary period. Pr. one 400-level course in Hispanic literature or permission of instructor.

507 Caribbean Literature (3:3). A study of Caribbean literature (Cuba, Puerto Rico, and the Dominican Republic): its principal authors, works, and themes, with special attention to *poesía negra*. Pr. one 400-level course in Hispanic literature or permission of instructor. Sánchez-Boudy.

510 Cervantes, I (3:3). A study of *Don Quijote* considering its historical context, its various interpretations, and its influences. Pr. one 400-level course in Spanish literature or permission of instructor. Almeida, Whitaker.

515 Modern Spanish Poetry (3:3). Spanish poetry from Romanticism to the present. Lectures, collateral reading, and reports. Pr. one 400-level course in Spanish literature or permission of instructor. Smith-Soto.

517 The Auteur Director (3:2:3). Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when the topic varies. Pr. COM 171 or ENG 330 or permission of instructor. (Same as COM, ENG, FRE, ITA 517.)

520 Poetry of the Golden Age (3:3). Study of poetry of the *Siglo de Oro* with particular attention to historical, courtly, and satiric works. Pr. one 400-level course in Spanish literature or permission of instructor. Almeida.

525 Spanish Prose Fiction of the Renaissance and Golden Age (3:3). Representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 400-level course in Spanish literature or permission of instructor. Whitaker.

531 The Nineteenth-Century Spanish Novel (3:3). Spanish novel from the *costumbrista* movement to the naturalistic novel, including works of Mesonero, Romanos, Larra, Enrique Gil Carrasco, Fernán Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr. one 400-level course in Spanish literature or permission of instructor. Sotomayor.

535 Twentieth-Century Spanish Theatre (3:3). Study of Spanish dramatists from Echegaray and Benavente to the New Wave of Spanish dramatists. Pr. one 400-level course in Spanish literature or permission of instructor. Almeida.

545 Old Spanish Literature (3:3). Readings in Spanish literature of the Middle Ages with attention to special features of literature and development of the language. Pr. one 400-level course in Spanish literature or permission of instructor. Kish, Stinson.

571 Spanish Civilization (3:3). Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions. Pr. one 400-level course in Spanish literature or permission of instructor. Whitaker.

572 Spanish-American Civilization (3:3). Development of Spanish-American culture. Pr. one 400-level course in Spanish literature or permission of instructor.

For Graduate Students Only

600 Methods of Teaching Spanish (1:1:3).

601, 602 Seminars in Spanish Literature (3:3), (3:3).

610 History of the Spanish Language (3:3).

693 Special Problems in Spanish Language and Literature (3:3).

695 Independent Study (3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

801 Graduate Registration (0).

ITALIAN COURSES (ITL)

For Undergraduates

101, 102 Beginning Italian (3:3), (3:3). Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. 101 prerequisite to 102.

203, 204 Intermediate Italian (3:3), (3:3). Review and further study of Italian, followed by reading of contemporary authors. 203 prerequisite to 204. *[CFL]*

222 Italian Masterpieces in English Translation (3:3). Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

313 Conversation in Italy (3:3). An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy. Pr. 204 or equivalent.

For Advanced Undergraduates and Graduate Students

517 The Auteur Director (3:2:3). Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when the topic varies. Pr. COM 171 or ENG 330 or permission of instructor. (Same as COM, ENG, FRE, SPA 517.)

518 Studies in Film Genre (3:2:3). Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. Films screened in Italian. May be repeated for credit when the topic varies. Pr. COM 171 or ENG 330 or permission of instructor. (Same as COM, ENG, FRE 518.)

Department of Sociology

337 Graham Building

William E. Knox, Associate Professor and Head of Department

Professor Humphrey; Associate Professors Adams, Brown, Knox, Lindsay, Luebke, Markham, Pratto; Assistant Professors Erdmans, Malone, Mitchell; Lecturers Edwards, Neary

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered during the regular academic year. For details, see the **Graduate School Catalog**.

Sociology Major (Bachelor of Arts)

Required: 122 semester hours

The Sociology Major provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skill in laboratory and field research. Students may a) major in sociology, b) major in both sociology and another major, or c) complete the social studies certification for secondary teachers with a major in sociology. Requirements for these three options are described separately below.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

REQUIREMENTS FOR A MAJOR IN SOCIOLOGY

Minimum of 30 semester hours in sociology above the 100-level and at least a 2.0 GPA for all courses in the major. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Required Courses

SOC 314, 318, 450.

Three courses selected from the following:
SOC 232, 320, 336, 337.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

SECOND MAJOR IN SOCIOLOGY

Minimum of 24 semester hours in sociology above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Required Courses

SOC 314, 318, 450.

Two courses from the following:
SOC 232, 320, 336, 337.

Related Area Requirements

Completion of requirements for another major.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

SOCIAL STUDIES CERTIFICATION CONCENTRATION

Minimum of 24 semester hours in sociology above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. See page 355 for more details.

Required Courses

SOC 314, 318, 450.

Two courses from the following:
SOC 232, 320, 336, 337.

Related Areas Requirements

9 hours in history and 6 hours in each of the following disciplines: anthropology, economics, geography, and political science.

Teacher Certification Requirements

(See **Teacher Education** in Chapter 5 for full explanation.)

1. AULER requirements as identified within each major
2. HEA 201 Health: a Personal Look
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Student Teaching
8. For 9-12 subject area certification, students must take the appropriate Teaching Practices and Curriculum Course (CUI 451, 452, 453, 457, 459) and CUI 465 Student Teaching and Seminar.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Minor Requirements

15 semester hours in sociology.

SOCIOLOGY COURSES (SOC)

For Undergraduates

201 **American Social Problems (3:3).** Contemporary American society and selected social issues from the sociological perspective. Attention given to value systems and institutions and to social processes of major current significance. Open to freshmen. *[SB, CSB].*

211 **Introduction to Sociology (3:3).** Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change. Open to freshmen. *[SB, CSB].*

222 **Sociology of Deviant Behavior (3:3).** Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change. Open to freshmen. *[SB, CSB].*

232 **Introduction to Social Psychology: Self in Society (3:3).** Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change. May not be taken for credit if student has had SOC 571 or PSY 347. Open to freshmen. Knox. *[SB, CSB].*

242 **Conflict and Change in Southern Africa (3:3).** Focus is on patterns of conflict and change in multi-racial societies; apartheid in South Africa; state-building and development within South Africa and the region; implications for policies of Western Powers. *[NW, CNW].*

300 **Post Soviet Societies (3:3).** Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of the societies which formerly comprised the USSR. Particular emphasis on Russian society. *[NW, CNW].*

310 **Social Policy and Services (4:3:3).** Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services; overview of interventive methods used in social welfare contexts. Supervised volunteer experience required. (Same as SWK 310.)

311 **Human Behavior and Social Environment (3:3).** Opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. Pr. 310, SWK 215, and consent of instructor. (Same as SWK 311.)

312 **Social Environmental Analysis (3:3).** Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social cultural differences. Emphasizes the roles of professionals in policy. Pr. 310 and 311. (Same as SWK 312.) (Spring only).

314 **Introduction to Data Analysis (3:2:1).** Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis. Pr. one introductory course in social science or consent of instructor.

315 **Sociological Perspectives on Adolescence (3:3).** Concept of adolescence as a social phenomenon and relationship of adolescence with other populations, e.g., parents, teachers, peers, vis-a-vis social behavior, social attitudes, and aspirations for intergenerational continuity. Pratto.

317 **Criminal Justice (3:3).** Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration. Humphrey.

318 **Introduction to Methods and Research (3:3).** Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. Students design and conduct studies involving participant observation and survey research. Pr. one introductory social science course.

320 **Contemporary Social Systems (3:3).** Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed. Pr. 6 hrs. of sociology or consent of instructor.

324 **Criminology (3:3).** Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders. Humphrey.

326 **The Community (3:3).** Recent changes and current structure of American communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power. Pr. 211 or 201, or consent of instructor. Markham.

327 **Race and Ethnic Relations (3:3).** Interaction between peoples of differing racial, ethnic, and cultural background, with comparison of American relationships to those in other parts of the world. Pr. one course in sociology or ATY 212 or consent of instructor.

328 **Collective Behavior (3:3).** Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fads, public opinion, propaganda, mass phenomena, as well as social movements. Pr. one course in sociology or consent of instructor. Luebke.

329 **Sociological Perspectives on Women (3:3).** Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle. Pr. one course in sociology.

331 **Public Opinion and Mass Communication (3:3).** The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues. Pr. one course in sociology or consent of instructor. Luebke.

336 **Social Stratification (3:3).** Examination of theories of stratification and U.S. and other stratification systems with attention to wealth, prestige, and power inequality, mobility, class consciousness and revolution. Pr. 6 hours of sociology or consent of instructor. Markham.

337 **Social Change (3:3).** Examination of nature, process, and consequences of social change with consideration of its control in all types of societies. Pr. one course in sociology or consent of instructor. Luebke.

339 **Population Problems (3:3).** Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution. Pr. one course in sociology or consent of instructor. Mitchell.

343 **Urban Society (3:3).** Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social, and cultural differentiation within urban settlements. Mitchell.

351 **Sociology of Work Organizations (3:3).** Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society. Pr. 211 or 201, or consent of instructor. Markham.

354 **Women, Work, and Management (3:3).** Examination of women's participation in the the U.S. labor force and work organizations with special attention to issues for women in management. Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor. (Same as MGT 354.) Markham.

355 **Marriage and the Family (3:3).** Analysis of marriage and family with particular attention to change and interrelationships with other institutions. Pratto.

361 **Sociology of Health (3:3).** Analysis of sociocultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems. Pr. one course in sociology or consent of instructor. Brown.

362 **Sociological Perspectives on Education (3:3).** Introduction to sociological theories and research about how social forces influence school, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed. Pr. one course in sociology or consent of instructor.

366 **Sociology of Religion (3:3).** Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles. Pr. one

course in sociology or consent of instructor. Allen.

413 **Corrections and Penology (3:3).** Major sociological issues concerning the process of sentencing, incarceration, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives. Pr. 6 hours of sociology or consent of instructor. Humphrey.

450 **The Development of Sociological Theory (3:3).** Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science. Pr. 211 or consent of instructor. Allen.

491 **Current Topics in Population (3:3).** Multidisciplinary seminar dealing with major topics concerned with national and international population. May be repeated for credit when topic varies. Pr. 339 and GEO 303. (Same as GEO 491.) Mitchell.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

495 **Senior Seminar: Contemporary Works in Sociology (3:3).** Critical review of significant recent books representing various fields in sociology. Pr. senior major.

497, 498 **Special Problems in Sociology (2 to 3), (2 to 3).** Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom student wishes to work.

For Advanced Undergraduates and Graduate Students

501, 502 **Selected Topics in Sociology (3:3), (3:3).** Opportunity for advanced student to study in-depth topic or issue of special interest.

518 **Advanced Data Analysis (3:2:2).** Application of advanced statistical concepts and procedures in multivariate analyses of discrete and continuous data. Pr. 314 or consent of instructor.

521 **Juvenile Delinquency (3:3).** Social dimensions of juvenile delinquency; causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration. Humphrey.

522 **Seminar in Population and Urban Studies (3:3).** Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources. Pr. consent of instructor. (Same as GEO 522.) Mitchell.

526 **Comparative Minority Relations (3:3).** Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting. Pr. 6 hours in sociology or consent of instructor.

533 **Political Sociology (3:3).** Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories. Pr. one course in field of large-scale organization or consent of instructor. Luebke.

543 **Urban Sociology (3:3).** Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict, and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Mitchell.

552 **Sociology of Science and Technology (3:3).** Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. six hours of sociology at 300 level or above or consent of instructor. Pratto.

553 **Sociology of Occupations and Professions (3:3).** Nature and significance of work; culture perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Brown.

555 **Sociology of the Family (3:3).** Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings. Pr. 314, 318, 355, or consent of instructor. Pratto. (Not offered every year.)

561 **Sociology of Leisure (3:3).** Sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports,

play, and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy. Pr. 211 or consent of instructor. Lindsay.

562 **Sociology of Education (3:3).** Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Lindsay.

571 **Social Psychology (3:3).** Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context. Pr. 3 hours in sociology and 3 hours in psychology or consent of instructor. Knox.

572 **The Small Group (3:3).** How small groups form, function, and dissolve, considering especially the fundamental process involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized. Pr. 3 hours in sociology and 3 hours in psychology, or consent of instructor.

574 **Socialization (3:3).** Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle. Pr. 6 hours of sociology or consent of instructor.

584 **Marriage and Family Therapy (3:3).** Professional issues related to marriage and family therapy as practiced in the United States today, with emphasis on the socio-cultural environment, methods, and techniques of treatment, and evaluation of treatment. Pr. consent of instructor. (Not offered every year.)

586 **Social Aspects of Aging (3:3).** Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research. Pr. 3 hours in sociology or consent of instructor. Adams.

595 **Law and Society (3:3).** Analysis of social influences on the legal system. Social organization of law, legal and extra-legal considerations, and law as a means of social control and change. Pr. at least one of the following: SOC 324; PSC 316, 318, 529; SWK 575; or permission of instructor.

597, 598 **Special Problems in Sociology (3), (3).** Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work.

For Graduate Students Only

601 **Seminar in Sociological Analysis (3:3).**

605 **Seminar in Management Organization Theory (3:3).**

614 **Contemporary Sociological Theory (3:3).**

615 **The Logic of Sociological Inquiry (3:3).**

616 **Advanced Research Methods (3:1:3).**

619 **Practicum in Evaluative Research (3:1:6).**

620 **Seminar in Sociology (3:3).**

627 **Social Conflict (3:3).**

628 **Social Movements (3:3).**

636 **Seminar in Stratification Theory and Research (3:3).**

643 **Seminar in Urban Sociology (3).**

646 **Teaching and Learning Sociological Concepts (3:3).**

661 **Social Organization of Health Care (3:3).**

697, 698 **Special Problems in Sociology (3:3), (3:3).**

699 **Thesis (3 to 6).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Joseph M. Bryan School of Business and Economics

401 Bryan Building

James K. Weeks, Professor and Dean of the School
Donald L. McCrickard, Associate Professor and Associate Dean

The Bryan School of Business and Economics is organized into five academic departments and an instructional division, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

Departments

Accounting
Economics
Finance
Information Systems and Operations Management
Management and Marketing

Division

Business and Marketing Teacher Education

The School's **Advising and Internship Center** supplements and complements faculty advising. The Director of the Center, with a professional staff, coordinates orientation, registration for the School and administers admission and retention of majors in the School.

The School's **Internship Program** integrates academic study with career-related work for eligible juniors majoring in the Bryan School. A variety of internship plans are available to meet students' needs.

Additionally the School supports two professional centers. **The Center for Applied Research** sponsors and conducts studies of particular relevance to economic and business developments in North Carolina, the southeast, and the nation. It publishes monographs and occasional papers. **The Center for Economic Education**, affiliated with the North Carolina Council for Economic Education, works to improve understanding of economic affairs, primarily in collaboration with state and local school systems.

Accreditation

Undergraduate and graduate programs offered by the Bryan School of Business and Economics are accredited by The American Assembly of Collegiate Schools of Business, and in the case of programs leading to certification to teach, by the National Council of Accreditation in Teacher Education and the North Carolina Department of Public Instruction.

Scope

Programs within the Bryan School of Business and Economics prepare students for careers in business, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 50 percent of the degree program requirements must be taken in general education and liberal arts studies outside the School. In a 122-semester-hour degree program, at least 61 hours must be taken outside the Bryan School of Business and Economics. In addition, at least 50 percent of the business credit

hours required for the degree must be earned at UNCG.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the Bryan School of Business and Economics include ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 110, 280, 360; and MGT 309, 312, 320, 330 (331 for Accounting majors), 491.

Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus - for example, Agricultural Economics or Agribusiness.

Admission to the School

[Requirements for admission to the Bryan School and its departments are currently under review. Please contact the **Bryan School Advising and Internship Center** for further information.]

A student must be formally admitted to the Bryan School of Business and Economics and to the department or division in which a major is to be pursued. Only students who have formal, written acceptance into the School will be permitted to register in advanced courses and complete work for the major involved.

Criteria for Admission

1. 51 semester hours (at UNCG or in acceptable transfer credit) with a minimum grade point average of 2.5. (Admission to Accounting will require a minimum grade point average of 2.7). If additional enrollments again threaten academic program quality, higher minimum grade point averages will be required for admission to the Bryan School.
2. Completion of the following group of preadmission courses either at UNCG or in acceptable transfer credit.
   For students in Bachelor of Science programs:
   ACC 201, 202; ECO 201, 202, 250; MAT 120 or 191
   For students in Bachelor of Arts program:
   ECO 201, 202, 250; MAT 120 or 191

Students may not enroll in more than 15 semester hours within the School beyond the preadmission courses cited above without being admitted to the School. Application for admission to the Bryan School of Business and Economics and to the departments should be made the semester a student is completing the pre-admission courses. Applications are available in the School's Advising and Internship Center.

Admission should normally be sought during the second semester of the sophomore year. **Students who appear to be following one of the School's curricula but who have not applied for admission may be prohibited from taking additional work within the School.**

Since preadmission course requirements are different, students who have been admitted to the B.A. program may not transfer to one of the B. S. programs without completing the additional background requirements and being admitted to the B.S. program.

Holders of baccalaureate degrees who wish to work toward a second bachelor's degree should apply for admission immediately upon enrolling in the University and consult carefully with an advisor regarding requirements for completing the second degree. The Bryan School of Business and Economics cannot, at this time, accommodate persons who seek only to complete a series of courses in one field (such as Accounting or Management Information Systems). Those who enroll as candidates for second undergraduate degrees are expected to respect all course prerequisites and show evidence of orderly progress toward the second degree.

The stated requirements for admission are minimum requirements, and bare compliance with them does not automatically imply admission. **The School and its departments reserve the right to refuse admission** in cases where additional enrollments would threaten the academic quality of classes or programs and in cases where a review of an application suggests that the applicant lacks the ability, background, or intellectual orientation necessary to benefit from the programs provided.

Criteria for Continuing in the Bryan School of Business and Economics

Majors who have been admitted to the Bryan School of Business and Economics must maintain a cumulative grade point average equal to or greater than the minimum quality point ratio required at the time of their admission to the School. Admitted majors whose cumulative grade point averge falls below their admission grade point requirement will be placed on probation the following semester (and summer session) and will be allowed to continue taking coursework within the School during that period. At the end of the probation period, students must have achieved a satisfactory cumulative grade point average (i.e., equal to or greater than that required for their admission), to continue taking coursework in the School. Students on probation will not be allowed to enroll in MGT 491-Business Policy and Strategy.

INTERNATIONAL BUSINESS STUDIES

The major in International Business Studies is an interdisciplinary program which meets the requirements of the Bryan School, the College of Arts and Sciences, and the International Studies program. This major provides broad-based study in international business including the common body of business and economics courses plus foreign language training and international studies courses. For additional information please see the description on pages 346-347.

TRANSFERS

Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. However, credit for any course may be obtained by examination, and passing grades on CLEP examinations may be used to establish credit in a few courses.

SUGGESTED ACADEMIC WORKLOAD GUIDELINES

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time

in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty of the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside- of-class reading, study, and homework assignments.
2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

Scholarships and Fellowships

Procedures and requirements for undergraduate scholarships are described in Chapter 7.

Business Minor

The Business Minor, consisting of 21 semester hours, is available for majors outside the Bryan School of Business and Economics who are in good standing in the University. The minor complements a variety of professional, and arts and sciences fields. To earn a Business Minor, a student must meet the following requirements in the order listed:

1. Complete ACC 201 and ECO 201 with a grade of C or better. (Note: MAT 119 - College Algebra, or the equivalent, and sophomore standing are prerequisites for ACC 201.)
2. Apply for admission to the minor program in the Bryan School Advising and Internship Center, Room 232, Bryan Building, and
3. Consult with an advisor in the Bryan School Advising and Internship Center to select 15 semester hours of electives.

A grade of C or better must be achieved in each course utilized for the minor.

Business Administration Major

The School offers the Bachelor of Science in Business Administration as a general business degree. This major is most appropriate for those who want a broad business exposure without the need to concentrate specifically in one functional area. The degree requires all of the common body of knowledge courses for the School and includes the ability to select from approved electives in the School. The degree is an attractive second major for those whose first major is in the College or another professional school.

Business Administration Major (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics
2. Acceptance by the Department
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3

3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: MAT 120 or 191
6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101, **and** COM 341
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements (36 hours)

1. ACC 201, 202; ECO 201, 202, 250; ISM 110, 280, 360; FIN 315; MGT 309, 312, 320, 330, 491
2. 18 hours of approved electives in the Bryan School; at least 12 of the 18 hours must be at the 300-level or above.

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

BUSINESS ADMINISTRATION COURSES (BUS)

For Undergraduates

100 Global Business, Markets, and Society (3:3). Introductory exploration of the role of business in a free market society. Introduction to basic business terminology. Examination of current business issues facing actual companies. Open to all students.

Department of Accounting

418 Bryan Building

William A. Collins, Professor and Head of Department

Professors Mecimore, Jones (Emeritus), Woelfel, (Emeritus); Associate Professors Cassill, Helms, Mautz; Assistant Professors Anderson, Brackney, Butler; Lecturers Drake (Vice Chancellor for Business Affairs), Herndon, Price

The primary goal of the department is to provide a program of quality education in accounting at the undergraduate and graduate levels. Graduates of the program should be prepared to enter the accounting profession and to function effectively in a career in professional accounting.

Accounting Major (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics (See section titled "Admission to the School")
2. Formal admission to the Department of Accounting
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and COM 341	6
9.	Social and Behavioral Sciences (SB) **Required:** ECO 201 and 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ACC 201, 202, 317, 318, 319, 420, 430; (Transfer credit will be given for Accounting courses at the 300-level or above only by examination.)
2. ECO 201, 202, 250; FIN 315; ISM 110, 280, 360; MGT 309, 312, 320, 331, 491

Electives

Electives sufficient to complete 122 semester hours required for degree. Not more than 13 hours of electives may be taken in the Bryan School of Business and Economics.

a. One 3-hour 500-level accounting course may be elected within the 122 hour degree program.

b. Additional 500-level accounting courses may be taken above the 122 hour degree program.

c. Students planning to sit for the Uniform CPA examination when they meet the eligibility requirements are advised to select MGT 332 as one of their Bryan School electives.

d. Students will not be allowed to elect FIN 300.

All students must complete one 3-hour writing intensive course.

ACCOUNTING COURSES (ACC)

For Undergraduates

201 **Principles of Accounting I (3:3).** Basic accounting cycle and financial statement preparation as applied to service, merchandising, and manufacturing enterprises. Contrasts and compares accounting systems of proprietorships, partnerships, and corporate businesses. Pr. MAT 119 or equivalent and sophomore standing.

202 **Principles of Accounting II (3:3).** Interpretation and use of accounting data for management decisions; financial statement analysis, funds statements, and cash flow analysis. Budgetary and costing systems, cost-volume-profit relationships, break-even and marginal analysis. Pr. ACC 201 or equivalent and sophomore standing.

317 **Accounting Transaction Processing Systems (3:3).** Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies. Pr. grade of C or better in 202, ISM 350, admission to Department, or other professional program approved by Department, junior standing.

318 **Intermediate Accounting I (3:3).** Focuses on the conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the preparation, presentation, interpretation, and use of financial statements. Pr. grade of C or better in ACC 202 and admission to the Department, or with the approval of the Department; junior standing.

319 **Intermediate Accounting II (3:3).** The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements. Pr. grade of C or better in ACC 317 and 318, and admission to the Department, or with the approval of the Department; junior standing.

420 **Income Tax Accounting (3:3).** Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. grade of C or better in Acc 202 or Acc 602 and admission to the Department, or with the approval of the Department; senior standing.

425 **Experimental Course: Financial Investigations (3:3).** Introduction to current perspectives dominant in the field of financial investigations. Topics include concepts of law and evidence, sources of information, financial recordkeeping, tracing funds, and interviewing techniques.

430 **Managerial Accounting (3:3).** Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical

practices for managerial decision-making. Pr. grade of C or better in 202, admission to Department or other professional program approved by Department, senior standing.

499 Independent Research in Accounting (1 to 3). Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration. May be repeated for credit with approval of Department Head. Pr. 316 and senior standing and permission of faculty of Department of Accounting.

For Advanced Undergraduates and Graduate Students

510 Accounting for Governmental and Not-for-Profit Organizations (3:3). Designed to provide an understanding of accounting theory and practice for governmental and not-for-profit entities. Pr. grade of C or better in 318, admission to Department or other professional program approved by the Department; senior or graduate standing.

520 Federal Taxes and Management Decisions (3:3). This course examines the impact of federal income taxes on common business transactions and management decisions. It is designed for the non-tax specialist desiring a broader exposure to income taxes. Pr. admission to Department or other professional program approved by the Department; senior or graduate standing.

530 Cost Management Systems (3:3). Principal topics are cost management systems for strategic planning, controlling, and decision-making; and product costing using concepts or resource consumption. Life cycle costing and world class accounting are emphasized. Pr. grade of C of better in 430 or 603, admission to Department or other professional program approved by the Department; senior or graduate standing.

540 Auditing Concepts (3:3). Theory and practice of operational, compliance, and financial auditing; auditing standards and procedures, ethics, rules of evidence, transaction cycle controls. Pr. grade of C or better in 319, admission to the Department or other professional program approved by the Department; senior or graduate standing.

542 Specialized Accounting Entities (3:3). Theory and practice associated with business combinations, consolidated financial statements, partnerships, branches, governmental units, nonprofit organizations, international operations, bankruptcy and other accounting topics related to specialized accounting entities. Pr. grade of C or better in 319, admission to Department or other professional program approved by the Department; senior or graduate standing.

For Graduate Students Only

600 Tax Research and Procedures (3:3).

602 Survey of Financial Accounting (3:3).

603 Survey of Managerial Accounting (3:3).

605 International Accounting (3:3).

610 Tax Policy and Business Planning Strategies (3:3).

613 Directed Studies in Accounting (1 to 3).

626 Managerial Accounting in a High Technology Environment (3:3).

628 Accounting Information Systems (3:3).

630 Seminar in Applied Financial Accounting Issues (3:3).

631 Advanced Auditing (3:3).

638 Information Systems Auditing (3:3)

645 Seminar in Financial Accounting Theory (3:3).

650 Taxation of Business Entities (4:4).

652 Taxation of Estates, Gifts and Trusts (2:2).

699 Thesis (3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Economics

462 Bryan Building

Stuart D. Allen, Professor and Head of Department

Professors Caldwell, Link, Neufeld, Seaks; Associate Professors Layson, Leyden, McCrickard (Associate Dean), Joan Rodgers, Ruhm, Snowden; Assistant Professors Brod, John Rodgers, Shivakumar, Shobe, Simkins; Lecturers Hopkins, Lockley, Redmond

The Department of Economics endeavors to provide students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science concerned with public policy issues related to pollution and the environment, the health system, central bank policy and inflation, unemployment and the productivity of the labor force, savings and investment and its impact on economic growth, and international trade and finance.

The Economics Department offers two undergraduate degrees: a liberal arts Bachelor of Arts and a Bachelor of Science through the Bryan School of Business and Economics. Requirements for the B.S. degree include a core of courses common to all professional degree programs in the Bryan School: nine hours of economics and thirty-three hours in accounting, finance, management, and information systems and operations management.

The B.A. degree allows a student to earn a liberal arts degree and to have the flexibility to double major. A major in economics can be combined with a major in geography, political science, history, English, mathematics, or the sciences. Interdisciplinary work in the areas of the environment, regional economic development, public policy, health or gerontology can be taken by the enterprising student who seeks out appropriate coursework in a variety of departments. A degree in economics provides the student with enhanced access to the job market and to graduate and professional schools. Additional statistical and quantitative coursework allows a student to develop research skills and computer expertise that are very important for the job market and for entry into graduate programs.

The Economics Department offers a thirty-three hour Master of Arts program in economics that provides the student with the theoretical and empirical training to enter the job market as an economic researcher employable by the economic consulting and research firms, state and federal government agencies including the Bureau of Labor Statistics and the Federal Reserve System, and nationally-recognized companies in industries such as financial services, electric utilities, telecommunications, and health care.

The Economics Department also offers to qualified students the opportunity to accelerate their study of economics by taking M.A. courses for graduate credit during their senior year. This accelerated program of study is especially attractive to students who enter the university with advanced placement credit or who earn additional credit hours during summer. The program enables students who are accepted into the M.A. program following their undergraduate degree the opportunity to earn the M.A. degree in a shorter period of time.

Economics Major (Bachelor of Arts)

Required

1. Formal admission to the Bryan School of Business and Economics (see section titled Admission to the School).
2. Acceptance by the Department of Economics

3. 122 semester hours
4. At least 50 percent of the major hours must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT) **Required:** MAT 120 or 191	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and COM 341	6
9. Social and Behavioral Sciences (SB) **Required:** ECO 201, 202	6
10. World Literature (WL)	3
11. AULER Electives (EL)	6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 301, 327, 346
2. Economics electives: 12-19 hours

Electives

Electives sufficient to complete 122 total semester hours required for degree. Not more than 61 hours, not counting ECO 201, 202 and 250, may be taken in the Bryan School of Business and Economics.

ECONOMICS MAJOR (BACHELOR OF SCIENCE)

Required

1. Formal admission to the Bryan School of Business and Economics (see section titled Admission to the School).
2. Acceptance by the Department of Economics
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT) **Required:** MAT 120 or 191	3

6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101, and COM 341
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 301, 327, 346
2. Economics electives: 12-19 hours
3. Related areas: ACC 201, 202; FIN 315; ISM 110, 280, 360; MGT 309, 312, 320, 330, 491
4. At least 50 percent of the major hours must be earned at UNCG

Electives

Electives sufficient to complete 122 total semester hours required for degree. At least 13 hours of free electives must be taken in courses outside business and economics.

Economics Minor

Eighteen semester hours of economics at or above the 200 level are required to complete a minor. An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

Double Major

Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary. Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

Accelarated Undergraduate - Master of Arts Program

The accelerated program in economics provides the opportunity for a student to complete an undergraduate degree (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in economics (30 hours that includes six hours of a research project). Students who wish to enter the accelerated program are required to take ECO 201, 202, 250, 301, 346 and 351, MAT 120 or 191, and earn a minimum GPA of 3.5 in economics and 3.0 in the University. Students take ECO 554, econometrics (offered in the fall semester) as an undergraduate course and will receive a waiver for this required course in the M.A. program if they earn at least a B grade. In order to take 500 and 600 level courses for graduate credit while enrolled as an undergraduate, a student must receive provisional admission to the M.A. program. Admission

to the M.A. program still requires the student to take the GRE examination and to meet all other graduate school requirements. Students should identify themselves as potential accelerated candidates early in their academic career in order to receive appropriate advising.

ECONOMICS COURSES (ECO)

For Undergraduates

101 Introduction to Economics (3:3). Introduction to basic economic concepts and public policy issues with application to the contemporary American economy. Open to freshmen; not open to persons with credit for 201, 202, or equivalent. *[SB, CSB].*

201 Principles of Microeconomics (3:3). Introduction to microeconomic principles and analysis. Topics include: the market economy, supply and demand, shortages and surpluses, competition and monopoly, international trade, and public policy issues. *[SB, CSB].*

202 Principles of Macroeconomics (3:3). Introduction to macroeconomic principles and analysis. Topics include the national income, the monetary system, inflation, business cycles, fiscal policy, the national debt, exchange rates, balance of payments, and economic growth. Pr. 201 or consent of instructor. *[SB, CSB].*

202L Experimental Course: Macroeconomics Laboratory (1:0:2). Introduction to personal computers and automatic business tools for data analysis. Emphasis will be on the use of a spreadsheet with macroeconomic applications. Corequisite, 202.

203 The International Economy (3:3). Examines the history, structure, and institutional foundations of the international trading system. Analyzes the impact of trade on economic growth, employment and living standards with a focus on contemporary issues. Pr. 201 and 202, or permission of instructor.

250 Economic and Business Statistics I (3:3). Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with microcomputer applications. Pr. Math 120 or 191, ECO 201, and ISM 110 or permission of instructor.

250L Computer-Based Statistical Analysis Laboratory (1:0:2). Introduction to computer methods used for statistical analysis. Emphasis will be on the use of computers for problem-solving. Statistical software for microcomputers is covered. Corequisite, 250 or permission of the instructor.

260 Current Issues in Economics (3:3). Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture, stock market. Pr. 201 and 202, or 101, or permission of instructor.

301 Intermediate Microeconomic Theory (3:3). Intermediate level analysis of consumer theory and theory of the firm. Other topics include market failure, savings and investment, risk and uncertainty, wage determination and income distribution. Pr. 201, MAT 120 or 191, admission to Bryan School of Business and Economics or other program approved by the School.

311 Managerial Economics (3:3). Economic analysis of management and firm behavior. Topics include: nature of the firm and managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, R&D, and mergers. Pr. 250.

312 Productivity and Technological Change (3:3). Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. Pr. 201.

319 Quantitative Analysis I (3:3). Introduction to mathematical methods in economics and business. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization. Pr. MAT 120 or 191 and ECO 201.

323 Public Finance (3:3). The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes). Pr. ECO 201.

327 Money and Economic Activity (3:3). Emphasis on legal, institutional, and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies, and problems analyzed. International as well as domestic monetary analysis. Pr. 202.

336 Consumer Economics (3:3). Application of economic principles to problems of consumers in their efforts to maximize utility. Analysis of consumer movement and of role of government in area of consumer protection. Pr. 201.

346 Intermediate Macroeconomic Theory (3:3). Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth. Pr. 301, 327.

351 Economic and Business Statistics II (3:3). Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and accounting. Use of statistical computer programs. Pr. 250.

360 International Monetary Economics I (3:3). Analysis of balance of payments and international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks. Pr. 202.

363 European Economic History (3:3). Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. Pr. 201. (Same as HIS 363.)

370 Labor Economics (3:3). Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality, and public policy. Pr. 201.

371 Labor Relations and Collective Bargaining (3:3). Economic analysis of unions, collective bargaining, labor relations, and public policy. Topics include wage determination, union membership, bargaining, strikes, union wage effects, nonwage compensation, productivity, and workplace governance structures. Pr. 201 or permission of instructor.

375 Government and Business (3:3). Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation. Pr. 201.

380 Environmental and Natural Resource Economics (3:3). Examination of environmental problems in market economies. Topics include the economic theory of pollution and its control, common-property resources, renewable and other resources, endangered species, population growth, and international problems. Pr. ECO 201 or permission of the instructor.

390 Health Economics (3:3). Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform. Pr. 201 or equivalent, or permission of instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330s).

499 Problems in Economics (3:3). Independent study, research, and discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester. Pr. 201 and consent of instructor. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduate Students

505 Economics for Educators (3:3). Principles of economics with application to selected problems such as economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for preservice and in-service teachers; not open to majors in economics and management. May not count toward a graduate degree in economics or business administration.

510 Law and Economics (3:3). Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process. Pr. 201.

513 Directed Studies in Economics I (3). Individual study of economic problems with emphasis on areas of special interest to the student.

Regular conferences with instructor required. Pr. 12 s.h. of economics, including 201, 202, and consent of instructor.

517 **American Economic History: Colonial Times to 1865 (3:3).** Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. Pr. 201 or consent of instructor. (Same as HIS 517.)

518 **American Economic History: 1865 to Present (3:3).** Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. Pr. 201 or consent of instructor. (Same as HIS 518.)

519 **Quantitative Analysis II (3:3).** Mathematical analysis of economic problems. Includes applications of integral calculus, differential equations, and game theory to economic growth, market stability, dynamic input-output models, and imperfect competition. Pr. 319 or equivalent; 301 or equivalent.

523 **Topics in Public Finance (3:3).** Examination of market failure, public goods, economic efficiency, income distribution, and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects. Pr. 301, 323, or permission of instructor.

530 **Urban and Regional Economics (3:3).** Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation. Pr. 201.

540 **Economic Development (3:3).** Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of less developed nations. Pr. 201.

550 **Comparative Economic Systems (3:3).** Capitalism, socialism, communism, and fascism as economic systems and as philosophies; strength and weakness in each system. Pr. 201.

553 **Economic Forecasting (3:3).** Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels. Pr. 351, 554, or permission of the instructor.

554 **Econometrics I (3:3).** Empirical study of economic relationships. Basic economic models such as demand equations, consumption functions, supply models are estimated using economic data. The computer is used to implement the least squares computations. Pr. 201, 250, and 250L or permission of the instructor.

555 **History of Economic Thought (3:3).** Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. Pr. 202.

560 **Topics in International Economics (3:3).** Mechanism and theory of international trade. Selected current problems in international economic and commercial policies. Pr. 301 or 360, or permission of instructor.

570 **Topics in Labor Economics (3:3).** Deals with advanced theory and current research relating to wage and employment determination. Topics include labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, unions, theories of discrimination, income distribution theory, and public policy. Pr. 301 or 370, or permission of instructor.

575 **Industrial Organization and Public Policy (3:3).** Theoretical and empirical study of large firm in relation to its rivals, suppliers, and customers. Use of microeconomic theory and industry studies to understand the nature of competition and consequences of imperfect competition in an enterprise economy. Advanced analysis of antitrust policies and other methods used by government to regulate markets. Pr. 301 or permission of instructor.

For Graduate Students Only

600 **Quantitative Methods in Business and Economics (3:3).**

610 **Economic Environment of the Firm (3:3).**

611 **Managerial Economics (3:3).**

613 **Directed Studies in Economics II (3).**

645 **Advanced Microeconomics I (3:3).**

646 Advanced Macroeconomics I (3:3).
647 Advanced Microeconomics II (3:3).
648 Advanced Macroeconomics II (3:3).
652 Advanced Economics and Business Statistics I (3:3).
654 Econometrics II (3:3).
655 Modeling Economic Systems (3:3).
660 International Monetary Economics II (3:3).
685 Monetary and Fiscal Policy (3:3).
694 Seminar and Research in Economics I (3:3).
695 Seminar and Research in Economics II (3:3).
699 Thesis (3).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Finance

441 Bryan Building

Donald L. McCrickard, Associate Professor and Acting Head of Department

Professors Johnson, Jud; Associate Professors Balbirer, Wingler, Winkler; Lecturers Oglesby, Simms

The undergraduate finance, insurance and real estate program deals with the theory, organization, and operation of the financial system from both a market and a managerial viewpoint. Students are expected to develop analytical abilities and to present their analyses in both written and oral form.

The Department of Finance offers a Bachelor of Science degree with a major in finance, insurance and real estate. Undergraduate majors are offered a broad range of courses from the areas of financial management, risk and insurance, and real estate.

Graduates may take managerial positions in controllership or treasury work in non-financial businesses as well as a wide array of careers in financial services and banking. In addition, the degree may lead to positions in risk management and real estate departments of public agencies and private corporations as well as insurance and real estate companies.

At the graduate level, the department offers courses in finance , risk management, and real estate as part of the Master of Business Administration (MBA) program.

Finance, Insurance and Real Estate Major (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics
2. Acceptance by the Department of Finance
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

All-University Liberal Education Requirements (AULER) (45 hours)

All students must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and COM 341	6
9.	Social and Behavioral Sciences (SB) **Required:** ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. FIN 315, 320, 325, 330
2. Four additional courses selected from the following: ACC 420; ECO 351, 360, 554; any Finance elective other than FIN 300
3. Related Areas: ACC 201, 202; ECO 201, 202, 250; ISM 110, 280, 360; MGT 309, 312, 320, 330, 491

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

FINANCE, INSURANCE AND REAL ESTATE COURSES (FIN)

For Undergraduates

300 **The Management of Personal Finance (3:3).** Personal budgeting and accounting; borrowing money; buying on credit, personal income tax returns; saving and wise investment of savings; insurance; home ownership. May not be used to fulfill major requirements with the Bryan School of Business and Economics, but will be counted toward maximum permissible hours in the School.

315 **Business Finance I (3:3).** Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School; ACC 202; junior standing. (Formerly FIN 340)

320 **Principles of Risk Management and Insurance (3:3).** Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included. Pr. junior standing; corequisite 315. (Formerly FIN 370)

325 **Fundamentals of Real Estate (3:3).** Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law. Pr. 315 and junior standing. (Formerly FIN 310)

330 **Financial Institutions and Markets (3:3).** Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international and financial markets. Government policy objectives and regulations as influences on the financial system. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School; corequisite 442. (Formerly FIN 441)

410 **Business Finance II (3:3).** Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning. Pr. 315, ISM 110, admission to the Bryan School of Business and Economics or other professional program approved by the School. (Formerly FIN 341)

415 **Advanced Corporate Finance (3:3).** An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions. Pr. Admission to the Bryan School of Business and Economics and FIN 410 and 442. (Formerly FIN 445)

420 **Real Estate Finance (3:3).** Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of real estate finance, and real estate appraisal and investment analysis. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School; 315. (Formerly FIN 411)

442 Investments (3:3). Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long- and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs. Pr. 315, ISM 110, admission to the Bryan School of Business and Economics or other professional program approved by the School. (Formerly FIN 342)

444 International Finance (3:3). Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School; 315.

449 Seminar in Finance (3:3). Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester. Pr. 315, 410, 442, senior standing, or consent of instructor.

471 Life Insurance and Financial Planning (3:3). Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth. Pr. 315, 320, ISM 110, admission to the Bryan School of Business and Economics or other professional program approved by the School.

472 Property and Liability Insurance (3:3). Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School; 315, 320.

473 Risk Management (3:3). Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans, self-insurance, and captive insurer alternatives. Pr. 315, 320, ISM 110, admission to the Bryan School of Business and Economics or other professional program approved by the School.

499 Problems in Finance (3:3). Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester. May be repeated for credit with approval of Department Head. Open to senior majors or others by consent of instructor.

For Graduate Students Only

613 Directed Studies (3).

630 Financial Management (3:3).

631 Security Analysis and Portfolio Management (3:3).

632 Capital Markets and Financial Institutions (3:3).

634 Advanced Financial Management (3:3).

663 International Financial Management (3:3).

699 Thesis (3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Information Systems and Operations Management

479 Bryan Building

Gerald L. Hershey, Professor and Head of Department

Professors Grill, Weeks (Dean); Associate Professors Eatman, Ehrhardt, Steele, Taube; Adjunct Associate Professors Cheng, Grandon; Assistant Professors Amoako-Gyampah, Balthazard, Gargeya, Herschel, Koh, Steiger; Lecturers Cantrell, Thies

Programs offered by the department include study of computer technology and automation applied to information systems, production-manufacturing systems, office systems and management decision making. Career opportunities are excellent for quality graduates of any of the three concentrations. All students in departmental programs gain extensive experience using microcomputers and contemporary applications software.

The department assists professional student development, participates in the School's internship program, and assists students with career planning and placement. Students with appropriate academic records are encouraged to seek an internship as advanced juniors or seniors. The programs in Management Information Systems and Office Systems Administration closely follow the national curriculum models of DPMA and OSRA.

Information Systems and Operations Management Major (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics
2. Acceptance by the Department of Information Systems and Operations Management
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

Concentrations

- Information Systems
- Office Systems Administration
- Operations Management

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and COM 341	6

9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements For All Concentrations

1. ISM 110, 210, 280, 351, 360
2. Related areas: ACC 201, 202; COM 341; ECO 201, 202, 250; FIN 315; MGT 309, 312, 320, 330, 491

Information Systems Concentration

1. Required: ISM 240, 310, 315, 316, 317, 452, 475
2. Six hours of electives from: ISM 303, 304, 305, 325, 492, or approved CSC courses

Office Systems Administration Concentration

1. Required: ISM 240, 303 or 304, 305, 315, 325, 472, 475
2. Two to four hours of electives from: ISM 310, 316, 317, 325, 492 or MGT 317

Operations Management Concentration

1. Required: ISM 303, 304, 462
2. Twelve credit hours from: ISM 230, 240, 310, 325; MGT 314, 315, 317, 390, 426 or ACC 430

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)

For Undergraduates

110 Business Computing I (3:3). Introduction to computer hardware, software and microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions. Open to freshmen and other students seeking an introduction to computer usage. (Formerly ISM 234)

210 Business Computing II (3:3). Advanced techniques in the use of microcomputer applications, including desktop publishing, spreadsheets, database systems, and linkages between applications. Students study how end user applications are managed and contribute to business. Pr. 110 or consent of instructor.

230 Quantitative Business Analysis (3:3). Survey of the current management science techniques for business and economic decision making. Topics covered include decision making under risk, decision making under uncertainty, linear programming, waiting line theory, network models, and simulation. Pr. MAT 191 and coreq. ECO 250.

240 COBOL Programming I (3:3). Introduction to the use of COBOL language as a tool for solving business-related problems. Emphasis on problem analysis and structured programming techniques. Pr. 110.

280 Business Processes and Information Technology (3:3). The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology. Pr. 110, ECO 201, ACC 201. (Formerly ISM 350)

303 Total Quality Management (3:3). Introduction to the concepts, principles, and practices of managing quality in organizations. Topics covered include perspectives on quality, importance of a customer focus, continuous improvement, employee involvement, and quality tools.

Pr. admission to the Bryan School of Business and Economics or other approved program.

304 **Managing and Organizing Projects (3:3).** An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities. Pr. 280.

305 **Office Systems Analysis and Design (3:3).** Approaches and tools used in analysis and design of office and end-user systems. Development of techniques for analyzing unstructured systems and assessing office productivity. Pr. admission to the Department. (Formerly ISM 305) (Fall only.)

310 **COBOL Programming II (3:3).** Advanced study of structured COBOL programming. Multiple dimensioned tables, multiple file handling, indexed and direct file access for business applications. Pr. grade of at least C in 240 and admission to Department or other professional program approved by Department.

315 **Database Systems Theory (1:1).** Study of the concept of database management systems and alternative logical systems of data management. Overview of available systems and industry trends. Pr. 240 and admission to Department.

316 **Structured Query Language (1:1).** Study of the SQL language and its use in query, reporting, and maintenance activities. Pr. 315 and admission to Department.

317 **Database Systems Design (1:1).** Design of database systems. Emphasis on the development of multiple table database systems to solve specific organizational needs and practical problems in the development and evolution of an actual database. Pr. 316 and admission to Department.

325 **Topics in Applications Development (1-3).** Study of specific application development environments-- and development tools to support business application development. May be repeated for credit when topic varies. Pr. 315 and admission to the Department.

351 **Systems and Process Analysis (3:3).** Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies. Pr. admission to Department.

360 **Operations Management (3:3).** Survey of the operations functions of organizations with emphasis on design and control decisions. Qualitative and quantitative problem-solving methods used to enhance managerial competence in the operations functions. Pr. admission to the Bryan School of Business and Economics or other approved program.

361 **Assembler Programming (3:3).** Examination and utilization of assembly language with an emphasis on understanding how a one-for-one machine language operates. Pr. 240.

452 **Design of Management Information Systems (3:3).** Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase. Pr. 310, 317, 351, and admission to Department.

461 **Production Management Controls (3:3).** Analysis of development, execution, and control of an operating plan for an organization, including discussions of material and capacity control, quality control, and Japanese techniques. Cases and a term paper/project. Pr. 360, admission to Department or other professional program approved by Department. (Normally offered only in the Fall semester.)

462 **Distribution and Materials Management (3:3).** Roles of distribution and materials management in the management of operations. Topics include inventory management, materials requirement planning, distribution management, purchasing, and logistics management. Pr. 360 and admission to the Department.

463 **Production/Operations Management Simulation (3:3).** Seminar simulating operation of a complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer. Pr. 360.

472 **Advanced Office Systems (3:3).** Study of advanced topics in office systems and office automation. In-depth analysis of selected issues. May involve field-based research. Pr. 351, grade of C or better in 420, and admission to Department or other professional program approved by Department.

475 **Telecommunications Management (3:3).** Telecommunications technology and the use of that technology in business. Coverage of voice, data, and video communications and LANs and WANs. Emphasis on the delivery and

management of telecommunications services. Pr. 315, 351, and admission to Department.

492 Advanced Topics in Business Information Systems (3:3). Advanced study of topics of interest to those in Information Systems. Group discussions and study emphasized. Pr. 351 and senior standing.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

498 Independent Study (1 to 3). Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration. Pr. consent of instructor, senior standing and approval of written plan of study prior to registration.

499 Problems in Information Systems and Operations Management (3:3). Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management. May be repeated for credit with approval of Department Head. Pr. consent of instructor.

For Advanced Undergraduates and Graduate Students

519 Business Report Writing (3:3). Continuation of 309. Emphasis on organizing and writing realistic business reports, including research methodology which precedes report preparation. Pr. 309 or permission of instructor.

For Graduate Students Only

601 Management Information Systems (3:3).

602 Production and Operations Management (3:3).

613 Directed Studies in Information Systems and Operations Management (1 to 3).

648 Operations Research (3:3).

649 Topics in Operations Research (3:3).

656 The Computer As a Research Instrument (3:3).

657 Decision Support Systems (3:3).

659 Seminar in Management Information Systems (3:3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Management and Marketing

366 Bryan Building

Benton E. Miles, Professor and Head of Department

Professors Lucas, Moran (Chancellor of UNCG) Muchinsky (Bryan Distinguished Professor of Business); Associate Professors Brown, Buttner, Kane, Land, McEnally, Tullar, Williamson; Assistant Professors Gryskiewicz, Kawashima, Paradise-Tornow, Rathburn, Smith; Adjunct Assistant Professor Novelli; Lecturers Arledge, Cash, Crook, Hassell, Johnson, Kaiser, Schwartz, Sowers, Summers

The Department of Management and Marketing offers a program of study leading to the Bachelor of Science degree. The objective of the undergraduate major in management and marketing is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialties through choice of a concentration:

Human Resources places focus on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

Management is the process of producing organizational effectiveness through planning, organizing, staffing, leading, and controlling. Activities range from supervising small groups to establishing strategy for a multinational corporation.

Marketing is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Merchandising Management focuses on the retail environment and the appropriate channel members involved in consumer goods/services. The concentration leads to careers in management in retailing organizations and related business firms dealing with consumer goods and services.

Management/Marketing Major (Bachelor of Science)

Required:

1. Formal admission to the Bryan School of Business and Economics and the Department of Management and Marketing (see section titled "Admission to the School")
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

Concentrations

- Human Resources
- Management
- Marketing
- Merchandising Management

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3

4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: MAT 120 or 191
6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101, and COM 341
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

For All Students in the Department of Management and Marketing

1. MGT 309, 312, 320, 330, 491
2. Related areas: ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 110, 280, 360
3. One approved elective in the Bryan School of Business and Economics at the 300 level or above (not including FIN 300).

Students should select one of the concentrations listed below:

Human Resources Concentration

MGT 314; any three of the following: MGT 315, 316, 317, 475; ECO 370

Management Concentration

MGT 375, 390, 470, and one of the following: MGT 314, 475

Marketing Concentration

Any four of the following: MGT 306, 307, 403, 421, 422, 424, 426, 550

Merchandising Management Concentration

MGT 306, 418 or 426, 550; One of the following: MGT 307, 403, 421

Electives

Electives sufficient to complete 122 total semester hours required for the degree. Not more than 61 hours may be taken in the Bryan School of Business and Economics.

MANAGEMENT AND MARKETING COURSES (MGT)

For Undergraduates

101 Experimental Course: Business Skills Development (3:3). Introductory course for freshmen considering a major or minor in the Bryan School of Business and Economics. Course will include: identification of leadership and managerial skills, formulation of an individualized skills development plan, and assessment of plan effectiveness.

200 Management of Organizations (3:3). An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations. Pr. sophomore standing.

201 Experimental Course: Global Business, Markets, and Society (3;3). Exploration of structure and role of managed organizations in today's global environment. Emphasizes common concepts, terminology, and challenges faced by managed organizations. Topics developed using current business issues.

306 **Introduction to Retailing (3:3).** Introductory course in the fundamentals of store organization, management, and merchandising. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

307 **Selling and Sales Management (3:3).** Special problems involved in marketing with emphasis on the sales process. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

309 **Business Communications (3:3).** Analysis and composition of effective business communiques, including both short and formal reports. Stresses the importance of communications to effective management of organizations. Pr. junior standing and admission to Department or other professional program approved by Department. (Formerly ISM 309.)

312 **Human Behavior in Business Organizations (3:3).** Businesses as a generic class of organizations. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School; PSY 221 and SOC 211.

314 **Industrial and Organizational Psychology (3:3).** Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. Pr. junior standing, PSY 221 or 223. (Same as PSY 314.)

315 **Selection and Assessment in Organizations (3:3).** Basic principles of psychological measurement. Selection theory and utility theory. Various devices used for selection and their common use. Psychometric properties of assessment devices. Uses of assessment devices. Pr. 312, 314, admission to the Byran School or other professional programs approved by the Department.

316 **Compensation and Benefits (3:3).** Principles of compensation and benefits. Job analysis and job evaluation. Market surveys and their effects on pay structure. Performance pay and incentives. Benefits, services, and the comparable worth issue. Pr. 312, 314, 315, admission to the Bryan School or other professional programs approved by the Department.

317 **Training and Development in Organizations (3:3).** Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Pr. 312, 314, admission to the Bryan School or other professional programs approved by the Department.

320 **Principles of Marketing (3:3).** General survey including marketing decision-making and models, buyer behavior, channels of distribution, and marketing research. Topics treated from a managerial viewpoint. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

330 **The Legal Environment of Business (3:3).** Survey of the legal, political, and ethical environment in which business decisions are made. Anti-trust, taxation, labor, and consumer and creditor laws included. Federal and state laws covered. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

331 **Legal Aspects of Business Transactions (3:3).** Subjects covered include court systems, contract and sales law, professional ethics, business political activities, anti-trust laws, and other matters of public policy. Pr. admission to Department of Accounting.

332 **Legal Aspects of Management (3:3).** Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency. Pr. 330 or 331, admission to the Bryan School of Business and Economics, or permission of instructor.

354 **Women, Work, and Management (3:3).** Examination of women's participation in the the U.S. labor force and work organizaitons with special attention to issues for women in management. Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor. Markham. (Same as SOC 354.)

375 **Management Process Skills (3:3).** Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases. Pr. admission to the Bryan School or other professional program approved by the Department.

390 **International Business (3:3).** Environmental issues in international business addressed as driving factors which increasingly bring about transcendence of national boundaries by business enterprises. Growth and structure of multinational business organizations analyzed. Pr. Junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

403 **Marketing for Small Firms (3:3).** Special nature of small business and the marketing implications. Addresses general marketing issues and specific, "real world" marketing problems. Small business firms serve as clients for student consulting teams. Pr. senior standing and admission to the Bryan School of Business and Economics and approval by the instructor.

408 **Operating Problems in Retailing (3:3).** Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance. Pr. 306, junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

418 **Advanced Merchandising (3:3).** Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores. Pr.306, junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.

421 **Promotion Management (3:3).** Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint. Pr. 320, or consent of instructor, and admission to Bryan School of Business and Economics or other professional program approved by the School.

422 **Fundamentals of Marketing Research (3:3).** Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results. Pr. ECO 250, 320, and admission to the Bryan School of Business and Economics or other professional program approved by the School.

424 **Consumer Behavior (3:3).** Psychological and socioeconomic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socioeconomic groups. Pr. junior standing, admission to the Bryan School of Business and Economics or other professional program approved by the School, 320 or PSY 221 or 223, or consent of instructor.

426 **International Marketing (3:3).** Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized. Pr. 320 and admission to the Bryan School of Business and Economics.

470 **Small Business Management (3:3).** Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business. Pr. 312, 320, FIN 340, ISM 360, and admission to the Bryan School of Business and Economics or other professional program approved by the School.

475 **Labor Law and Employment Relations (3:3).** National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices. Pr. junior standing, 312 or permission of instructor, and admission to the Bryan School of Business and Economics or other professional program approved by the School. (Normally offered only in Fall Semester.)

491 **Business Policy and Strategy (3:3).** Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills

and judgment in solving problems of the organization as a total system in relation to its environment. Pr. 312, 320, 330 (for Accounting majors, MGT 331), FIN 340, ISM 350, 360; senior standing, and admission to the Bryan School of Business and Economics or other professional program approved by the School.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

499 Problems in Management (3:3). Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester. Open to senior majors or others by consent of instructor. May be repeated for credit with approval of department head.

For Advanced Undergraduates and Graduate Students

514 Organizational Communication (3:3). Theories of interpersonal and oral communication in organizations. Emphasis upon the use of oral communication to accomplish organizational objectives. Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School. (Same as COM 514.)

550 Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. permission of instructor, admission to Bryan School of Business and Economics or other professional program approved by the School. (Same as BME 550.)

For Graduate Students Only

613 Directed Studies (3).

661 Business in the International Economy (3:3).

670 Entrepreneurial Management (3:3).

675 Issues and Problems in Industrial Relations (3:3).

689 Seminar in Leadership Development (6).

690 Business and Public Issues (3:3).

693 Business Policy (3:3).

699 Thesis (3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Division of Business and Marketing Education

366 Bryan Building

Stephen R. Lucas, Professor (Department of Management and Marketing) and Director of Division
Benton E. Miles, Professor (Department of Management and Marketing)

Programs in this division develop, maintain, and promote business and marketing teacher education. Graduates are qualified and certified to teach in North Carolina secondary schools.

Two majors are available in this division in two areas of teaching: business education and marketing education. While each major primarily prepares students to teach high school subjects germane to the business world, the strong foundation in business courses also prepares students for employment in the business world.

Financial Aid. Financial aid is available on a competitive basis to undergraduate students preparing to teach business education and/or marketing education: the Vance T. Littlejohn Scholarship, Nina Teague Lineberry Scholarship Endowment, Charles Burchett Allen Scholarship, and James W. Crews Scholarship Endowment are available. Other financial aid sources are listed and explained in Chapter 7.

Business Education Major (Bachelor of Science)

Required: 135 semester hours, admission to the Bryan School of Business and Economics (see section titled "Admission to the School"), and admission to teacher education.

Concentrations

- Business Education
- Business Education/Information Processing

All-University Liberal Education Requirements (AULER) (36 hours)
All students in this program must meet AULER requirements. Specific area requirements for BOTH concentrations are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS) **Select from:** biology, chemistry, geography, or physics	3
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 or exemption	3
9.	Social and Behavioral Sciences (SB) **Required:** ECO 201; ECO 202	6
11.	AULER Electives (EL) **Required:** PSY 221; SOC 211	6

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pages 48-

49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major, Second Major, and Related Area Requirements

Both Concentrations

1. BME 463, 464, 465, 469, 555
2. ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 110, 240, 280, 360; MGT 309, 312, 320, 330, 491, 550
3. ELC 381, CUI 390, 450, 470; HEA 201
4. One of the following approved Second Majors:
   a. Economics: ECO 201, 202, 250, 301, 327, 345, 346 and three electives in economics at 200-level or higher
   b. Psychology: PSY 221; 310 (met by ECO 250); 326 or 342 or 347; 345; 425 or 449 or 451; 450 or 453; 452 or 454; 515
   c. Sociology: SOC 211, 314 (met by ECO 250), 318, 450
      Any two of the following: SOC 232, 320, 336, 337
      Any two of the following: SOC 331, 351, 533, 552
5. Competency in keyboarding according to Division standards
6. NTE Communication Skills and General Knowledge Tests
7. NTE Professional Knowledge and Business Education Tests

Business Education Concentration

1. ISM 210
2. Competency in shorthand according to Division standards

Business Education/Information Processing Concentration

ISM 210

Electives

Not more than 81 hours may be taken in the Bryan School of Business and Economics (excluding BME 465).

MARKETING EDUCATION MAJOR (BACHELOR OF SCIENCE)

Required: 131 semester hours, admission to the Bryan School of Business and Economics (see section titled Admission to the School), and admission to teacher education.

All-University Liberal Education Requirements (AULER) (36 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or MAT 191	3
6.	Natural Science (NS) **Select from:** biology, chemistry, geography, or physics	3
7.	Non-Western Studies (NW)	3

8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101 or exemption
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201; ECO 202
11. AULER Electives (EL) 6
    Required: PSY 221; SOC 211

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major, Second Major, and Related Area Requirements

1. BME 463, 465, 469, 555
2. ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 280, 360; MGT 306, 307, 309, 312, 320, 330, 491, 550
3. ELC 381, CUI 390, 450, 470; HEA 201
4. One of the following approved Second Majors:
   a. Economics: ECO 201, 202, 250, 301, 327, 345, 346 and three electives in economics at 200-level or higher
   b. Psychology: PSY 221; 310 (met by ECO 250); 326 or 342 or 347; 345; 425 or 449 or 451; 450 or 453; 452 or 454; 515
   c. Sociology: SOC 211, 314 (met by ECO 250), 318, 450
      Any two of the following: SOC 232, 320, 336, 337
      Any two of the following: SOC 331, 351, 533, 552
5. NTE Communication Skills and General Knowledge Tests
6. NTE Professional Knowledge and Marketing Education Tests

Electives

Electives sufficient to complete the total semester hours required for the degree to include at least one course outside the Bryan School of Business and Economics. Not more than 78 hours may be taken in the Bryan School of Business and Economics (excluding BME 465).

BUSINESS AND MARKETING EDUCATION COURSES (BME)

For Undergraduates

413 Special Problems in Business and Marketing Education (1 to 3). Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course. Pr. junior standing.

463 Business/Marketing Education Instructional Materials and Methods (3:3). Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups. Pr. senior standing.

464 Business Education Instructional Materials and Methods (1:1). Analysis, planning, and evaluation of instruction in business education, with special emphasis on computer education and office education. Pr. senior standing.

465 Supervised Teaching (9). Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least twelve weeks. Pr. 463, 464; ELC 381, CUI 450, 470.

469 **Business/Marketing Education Programs: Development, Organization, and Operation (3:3).** Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional and state levels. Pr. senior standing.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

550 **Directed Business Practice (1-4:1:3-12).** Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. junior standing and permission of instructor. (Same as MGT 550.)

555 **Coordination of Cooperative Vocational Education Programs (3).** Philosophy, principles, strategies, techniques, and procedures for coordination of cooperative vocational education programs. Emphasis on elements common to all areas of cooperative vocational education. Review and analysis of pertinent research. Pr. junior standing.

597 **Survey of Pre-Vocational Education (3:3).** Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures. Pr. junior standing and permission of division director. (Same as HEB 597.)

598 **Curriculum and Classroom Organization of Pre-Vocational Programs (3:3).** Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation. Pr. junior standing and permission of division director. (Same as HEB 598.)

599 **Selected Topics in Business and/or Marketing Education (1 to 3).** Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied. May be repeated for credit if content is changed. Pr. junior standing and permission of division director.

For Graduate Students Only

610 **Research in Business and Marketing Education (3:3).**

611 **Analysis of Research (3:3).**

612 **Field Study (1 to 3).**

613 **Independent Study in Business and/or Marketing Education (1 to 3).**

614 **Testing and Evaluation in Business and Marketing Education (3:3).**

615, 616 **Seminar in Teaching (1:1), (1:1).**

620 **Major Issues in Business and Marketing Education (3:3).**

624 **Administration and Supervision in Business and Marketing Education (3:3).**

625 **Curriculum Problems in Business and Marketing Education (3:3).**

629 **The Instructional Program in Vocational Office Education (3:3).**

633 **Principles and Philosophy of Vocational Business and Marketing Education (2 to 3).**

699 **Thesis (3).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Master of Business Administration Program

Master of Business Administration Program Committee:
McEnally (Chair), Allen, Balbirer, Ehrhardt, Kane, McCrickard, Mecimore, Simms, Taube, Wingler

Master of Business Administration Courses (MBA)

For Graduate Students Only

600 Business Statistics (1.5:1.5).
601 Management Science (1.5:1.5)
602 Presentation and Interpretation of Financial Statements (1.5:1.5).
603 Economic Analysis (1.5:1.5).
604 Organizational Behavior (1.5:1.5).
605 Financial Management (1.5:1.5).
606 Marketing Management (1.5:1.5).
607 The Operations Function (1.5:1.5).
610 Advanced Business Statistics (1.5:1.5).
611 Ethics, Public Policy and Business (1.5:1.5).
612 Cost Management Systems (1.5:1.5).
613 Economic Policy and the Global Environment (1.5:1.5).
614 Managerial Communications (1.5:1.5).
615 Managerial Assessment and Development (1.5:1.5).
620 Strategic Analysis (1.5:1.5).
621 Strategy Formulation (1.5:1.5).
624 Strategies for Managing Human Resources (1.5:1.5).
625 Creating Value Through Financial Policy (1.5:1.5).
626 Advanced Marketing Management (1.5:1.5).
627 Global Operations Strategy (1.5:1.5).
628 Business Strategy and Information Technology (1.5:1.5).
629 Strategy Implementation (1.5:1.5).
630 Global Financial Markets (1.5:1.5).
631 Security Analysis (1.5:1.5).
632 Financial Institutions (1.5:1.5).
636 Real Estate Investment (1.5:1.5).
637 Real Estate Finance (1.5:1.5).
640 Marketing Models (1.5:1.5).
641 Consumer Behavior (1.5:1.5).
642 Marketing Research: Gathering Original Data (1.5:1.5).
643 Marketing Research: Data Analysis (1.5:1.5).
644 International Marketing Management (3:3).
645 Marketing Strategy (3:3).
646 Management of the Sales Force (3:3).
647 Retail Personnel Problems (3:3).
650 Total Quality Management (1.5:1.5).
651 Management of Technology and Innovation (1.5:1.5).
654 Project Management (1.5:1.5).
655 Business Process Reengineering (1.5:1.5).
656 Understanding Groupware: Technology for Teamwork (1.5:1.5).
660 International Trade Policy (1.5:1.5).
670 Organizational Theory (1.5:1.5).
671 Organization Change and Development (1.5:1.5).
680 Tax Policy and Business Planning Strategies I (1.5:1.5).
681 Tax Policy and Business Planning Strategies II (1.5:1.5).
682 Health Care Economics and Management (1.5:1.5).
683 Mergers and Acquisitions (1.5:1.5).
684 Corporate Restructuring and Management Control (1.5:1.5).
690 Environmental Economic Analysis (1.5:1.5).
691 Business and Economic Forecasting (1.5:1.5).
711 Experimental Course: Law for Managers (1.5:1.5)
711 Experimental Course: Strategic Business and Environmental Management (1.5:1.5).
711 Experimental Courses: Small Business Consulting (3:3).
711 Experimental Course: International Human Resource Management (1.5:1.5).
711 Experimental Course: Portfolio Analysis (1.5:1.5).
711 Experimental Course: Advanced Topics in Human Resources Management (1.5:1.5).
711 Experimental Course: Advanced Total Quality Management (1.5:1.5).

School of Education

Curry Building

A. Edward Uprichard, Professor and Dean of School
Mary W. Olson, Professor and Associate Dean

The School of Education comprises five departments and the Collegium for the Advancement of Schools, Schooling and Education. Within the Collegium are four centers, a consortium and various externally funded projects.

Departments

Counseling and Educational Development (CED)
Curriculum and Instruction (CUI)
Educational Leadership and Cultural Foundations (ELC)
Educational Research and Methodology (ERM)
Library and Information Studies (LIS)

The Collegium

Center for Educational Research and Evaluation
Center for Educational Studies and Development
Center for Information Technologies Education
Center for School Accountability
Piedmont Triad Horizons Education Consortium

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Curriculum and Instruction offers undergraduate degrees as well; its Bachelor of Science programs prepare students for Class "A" certification in North Carolina. Undergraduate majors are available in Elementary and Middle Grades Education.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (music; dance, health, physical education; home economics; business) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical, and psychological foundations, methodology, and curriculum and student teaching. Recent emphases in competency-based curricula and individualized programming contribute to new designs of teacher education programs.

All certification programs for school personnel are approved by the North Carolina State Department of Public Instruction and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

The School of Education continues to seek realization of its goals as a professional school to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in Chapter 5, **Special Academic Programs.**

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to the **Graduate School Catalog.**

Department of Counseling and Educational Development

Nicholas A. Vacc, Professor and Chair of the Department

Professors Myers, Purkey; Visiting Distinguished Professor Patterson; Associate Professors Borders, Hinkle, Osborne; Assistant Professors Benshoff, Juhnke; Visiting Assistant Professor Fuller; Adjunct Professors Bleur, Clawson, Engle, Marley, Robinson, Sweeney, Waltz; Professor Emeritus Franklin

The Council for Accreditation of Counseling and Related Education Programs (CACREP), recognized by the Council on Postsecondary Accreditation (COPA) has accredited the following program areas in the Department of Counseling and Educational Development: Community Counseling (M.Ed.), School Counseling (M.Ed.), Student Development in Higher Education (M.Ed.), and the doctoral program in Counselor Education. Graduates are eligible to sit for the National Counselor Examination offered by the National Board for Certified Counselors which is recognized by the National Commission for Health Certifying Agencies.

Counseling and Development Major

Programs are offered in Community Counseling to include Family Counseling and Mental Health Counseling; School Counseling; and Student Personnel in Higher Education. The Department offers training at the M.Ed., Ed.S., Ed.D., and Ph.D. levels.

Counseling and Educational Development Courses (CED)

For Undergraduates

210 Career/Life Planning (3:3). Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

310 Helping Skills (3:3). Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills. Pr. advanced undergraduates in appropriate major.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. Grade: Satisfactory/Unsatisfactory, S/U.

574 Topics in Counseling and Guidance (3:3). Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

For Graduate Students Only

602 Student Development in Higher Education (3:3).

603 The American College Student (3:3).

605 Counseling and Guidance of Diverse Populations (3:3).

610 Helping Relationships (3:3).

611 The Counselor as the Scientist Practitioner (3:3).

612 Counseling Over the Lifespan (3:3).

620 Counseling Theories and Practice (3:3).

640 Research Practicum in Counseling and Personnel Services (3:3).

641 Counseling and Guidance with Children (3:3).

644 Counseling in Community Settings (3:3).

647b Consultation in Counselor Education: Theory and Process (3:3).

648 The Functions and Organization of Pupil Personnel Services (3:3).

650 Techniques of Group Counseling (3:3).

653 Practicum in Counseling (1:1).

656 Advanced Counseling Theory and Practice (3:3).

657 Internship in University Teaching in Counseling (3:3).

669 Career Development (3:3).

671 Understanding and Counseling Adolescents (3:3).

672 Counseling Older Persons (3:3).

673 Group Applications (3:3).

674 Career Counseling (3:3).

676a-f Organization and Administration of Student Development Services (3:3).

677 School Certification (3:3).

678 Professional Orientation (3:3).

680a,b Internship (3:3), (3:3).

682 Application of Measurement and Clinical Appraisal Techniques (3:3).

688 Contemporary Problems Seminar (1 to 3).

690 Counselors Working with Families (3:3).

691 Advanced Clinical Seminar in Couple and Family Counseling/Therapy (3:3)

692 Independent Study (1 to 4).

699 Thesis (3 to 6).

760 Seminar: Consultation in Human Service Settings (3:3).

775 Directed Doctoral Research (3:3).

777a,b Seminar in Counseling (3:3), (3:3).

780a,b,c Advanced Internship (3 to 9).

781a,b Counseling Internship Supervision (1 to 6).

799 Dissertation (12).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Curriculum and Instruction

Mary W. Olson, Professor and Acting Chair of Department

Professors Bright, Uprichard, Van Hoose; Associate Professors Irwin, S. Miller, Mitchell, Powers, Stoodt, Strahan, Vacc, Vallecorsa; Assistant Professors Baber, Cox, de Bettencourt, Levin, Matthews, Niemeyer; Adjunct Professors Adkins, Friel, McCoy, A.C. Miller, Smith, Woodruff; Professor Emeritus Bowles

Undergraduate majors in this department are prepared to receive North Carolina Class "A" certification for teaching in public schools, grades K-6 and 6-9. The majors in this department include Elementary (K-6) and Middle Grades (6-9) Education.

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Curriculum and Instruction. In addition to admission to teacher education (See **Teacher Education** in Chapter 5), a student that seeks admission to the elementary or middle grades education major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75;
2. A grade of C or better in CUI 250;
3. Completion of all courses needed to fulfill the "All University Liberal Education Requirements;" and
4. Demonstration of effective written communication skills.

Applications for admission to elementary and middle grades education are due in the office of Student Information and Advising by February 1 of each year for admission for the following academic year.

Eligibility to enter student teaching requires maintaining a grade point average of 2.75 or better after being admitted to the major, and achieving a grade of "C" or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 2.75, the student has one semester to improve his/her grade point average. If a student receives a "D" or "F" in a professional course, the student is eligible to retake the course at its next offering.

All students majoring in Elementary or Middle Grades Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in fall 1989 as freshmen are subject to this requirement.

The School of Education's Department of Curriculum and Instruction reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of clinical faculty for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances.

ELEMENTARY EDUCATION MAJOR (BACHELOR OF SCIENCE)

Required: 127-130 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytical and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
	Recommended: ART, DCE, or MUS 323	
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 **and** one other approved RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	Electives (from any of the above areas or foreign language)	6

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 346, 350, 370 (First Professional Semester)
2. CUI 320, 375, 380 (Second Professional Semester)
3. CUI 360, 400, 420 (Third Professional Semester)
4. CUI 461

Certification Requirements

1. 6 semester hours of mathematics
2. BIO 111, GEO 103 or 311, and CHE 106 and 110 or PHY 305
3. One course in United States history
4. PSY 221
5. One literature course
6. ELC 381
7. HDF 302
8. ART 367; MUS 361; DCE 345 or COM 396
9. HEA 341
10. ESS 341
11. Two writing intensive courses

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Elementary Education:

Anthropology	Art	Biology	Chemistry
Classical Studies	Dance	English	French
Geography	German	History	Mathematics
Music	Philosophy	Physics	Political Science
Psychology	Religious Studies	Sociology	Spanish
Speech	Special Prgms in Liberal Studies		

MIDDLES GRADES EDUCATION MAJOR (BACHELOR OF SCIENCE)

Required: 126-129 semester hours

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Elementary Education Major. See pages 48-49 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 202, 335, 350, 375, 400, 442, 462
2. Two methods courses to match concentrations (CUI 320, 360, 370, 380)

Certification Requirements

1. 6 semester hours of mathematics
2. BIO 111, GEO 103 or 311, and CHE 106 and 110 or PHY 305
3. One course in United States history
4. PSY 221
5. One literature course
6. ELC 381
7. HEA 341
8. Two writing intensive courses

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Middle Grades Education:

Biology	Chemistry	Classical Studies
English	Geography	History
Mathematics	Physics	Political Science
Special Prgms in Liberal Studies		

Any student choosing a social science as a second major must take HIS 347: North Carolina History; an economics course; and a political science course.

Any student choosing a science as a second major must take a course from each of the other two sciences.

Additional Concentration (minimum 15 semester hours)

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Certification requirements.

Dual certification in elementary and middle grades education is available under advisement.

CURRICULUM AND INSTRUCTION COURSES (CUI)

For Undergraduates

202 Human Development II (3:3). Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student's general education as well as to subsequent professional development. Required for Elementary and Middle Grades Education Majors.

240 Introduction to Exceptional Children: Early Years (2:2). Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed.

250 Teaching as a Profession (3:3). A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching.

299A, B Seminar for NC Teaching Fellows: Introduction to Teaching (0). This course is designed to facilitate first-year Teaching Fellows' understanding of social, ethical, legal, cultural and personal issues associated with public school teaching. Grade: Pass/Not Pass. Pr. Must be a North Carolina Teaching Fellow.

320 Language Arts Education (3:3:3). Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking. Pr. admission to Elementary Education.

335 Integrated Reading Instruction (3:3:3). A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students. Pr. admission to Middle Grades Education.

346 Children's Literature and Instructional Media (3:3:3). Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. Pr. admission to Elementary Education.

350 Internship I: Inquiry in Teaching and Learning (2:2:10). Supervised in-school internship and seminar focused on children's ways of knowing. Pr. admission to Elementary or Middle Grades Education.

360 Elementary and Middle Grades Social Studies Education (3:3:3). An examination of student competencies in K-8 social studies and teaching. Emphases include development of the social studies; curricular principles and components; and teaching strategies. Pr. admission to Elementary or Middle Grades Education.

370 Science Education in the Elementary School (3:3:3). Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K-6) with emphasis on problem solving and critical thinking abilities. Pr. CHE 106, GEO 103, PHY 305, or equivalents.

375 Internship II: Inquiry in Teaching and Learning (2:2:10). Supervised in-school internship and seminar focused on individual differences and integration across the curriculum. Pr. 350.

380 Mathematics Education (3:3:3). Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms. Pr. successful completion of two courses in mathematics (MAT 112 or higher). Acceptance into Elementary/Middle Grades Education.

390 Issues in Secondary Education (1-4:1-3:3). Introduction to and examination of secondary school environment, curricula, and structure, emphasizing multicultural teaching, exceptional populations, and education technology. Includes internship in schools. Pr. admittance to teacher education.

399A, B, C, D Seminar for NC Teaching Fellows: Becoming a Teacher (0). This course is designed to facilitate second and third year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. Grade: Pass/Not Pass. Pr. Sophomore/Junior NC Teaching Fellow.

400 Internship III: Inquiry in Teaching and Learning (2:2:10). Supervised in-school internship and seminar focused on the classroom as culture. Pr. 350 and 375.

420 Reading Education (3:3:3). Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction. Pr. admission to Elementary Education.

425 **Infant and Toddler Programs: Foundations and Methods (4:3:3).** Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. Pr. 211, 302, CUI 240. Same as HDF 425.

430 **Psychological Foundations of Education (4:3:2).** Designed to develop an understanding of classroom learning and instruction and the role of the teacher in the elementary classroom. Required field experience in school settings provides students with opportunity to observe classroom practice and to develop their own professional skills. Emphasizes organization and management of classroom, provision for individual differences, and evaluation of instruction. Provides introduction to working with exceptional children in regular classroom.

435 **Preschool Curriculum (4:3:3).** Provides information on principles and components of preschool curricula, and strategies of learning for preschool children. Emphaisis includes preschool children with and without disabilities. Laboratory experience is required. Pr. 211, 302, CUI 240. Same as HDF 435.

441 **Managing Preschool Children's Environments (3:3).** Principles and methods of working with typical and atypical preschool children. Emphasis on identifying and evaluating strategies for enhancing children's development with a program setting. Pr. 211, 302, CUI 240. Same as HDF 441.

442 **Teaching and Learning in the Middle Grades (3:3:3).** Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences. Pr. completion of 250 and 340.

450 **Psychological Foundations of Education (3:3).** Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner's growth and maturation, individual differences, and application of psychology to task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences emphasized. Appropriate emphasis on adolescent.

451 **Teaching Practices and Curriculum in English (3:3).** Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening. Required of student teachers in English. Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.

452 **Teaching Practices and Curriculum in Foreign Languages (3:3).** Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials. Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.

453 **Teaching Practices and Curriculum in Social Studies (3:3).** Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in social studies. Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.

457 **Teaching Practices and Curriculum in Mathematics (3:3).** Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics. Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.

459 **Teaching Practices and Curriculum in Science (3:3).** Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects. Required of student teachers in science. Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.

461 **Student Teaching and Seminar: Elementary Grades (12).** Supervised student teaching in an elementary setting (grades K-6) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences

and seminars required. Grade: Pass/Not Pass. Pr. department chair approval.

462 **Student Teaching and Seminar: Middle Grades (12).** Supervised student teaching in a middle grades setting (grades 6-9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Grade: Pass/Not Pass. Pr. department chair approval.

465 **Student Teaching and Seminar: Secondary School (12).** Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar. Pr. admission to Student Teaching.

470 **Reading Education for Secondary and Special Subject Teachers (2:2).** Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for student's major area required. Pr. admission to teacher education or consent of instructor.

491 **Independent Study (1 to 4).** Guided readings, research, or individual project work under direction of a staff member. Pr. approval of instructor.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

499A **Seminar for NC Teaching Fellows: Transition into Teaching (0).** This course is designed to facilitate fourth-year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. Grade: Pass/Not Pass. Pr. Senior NC Teaching Fellow.

For Advanced Undergraduates and Graduate Students

506 **Institutes in Education (1 to 3).** Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than three (3) hours of this course to any degree program. Grade: Satisfactory/Unsatisfactory, S/U.

516 **Emergent Literacy and Mathematical Understanding (4:4).** Exploration of emergent literacy development in language arts and mathematics in a preschool setting, particularly language and cognitive development theories and research as applied to home and classroom practices. Pr. permission of instructor.

517 **Reading in the Elementary School (3:3).** Designed to give teachers study in depth of the reading process as a functional aspect of curriculum. Newer media techniques and practices examined and evaluated. Student required to do independent study of one area of the reading program as related to the specific teaching situation. Pr. 443 or equivalent or permission of instructor.

518 **Mathematics in the Elementary School (3:3).** Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.

519 **Science in the Elementary and Middle Schools (3:3).** Emphasis on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of field of elementary school science, developing criteria for selecting appropriate materials, and role of children's interests in designing learning experiences.

520 **Social Studies in the Elementary School (3:3).** Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration, and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizens also a major consideration.

521 **Curriculum and Teaching of the Language Arts in the Elementary School (3:3).** Study of the language arts curriculum. Some consideration given to the implementation of research for classroom instruction. Attention to recent developments in the use of media, instructional techniques, and materials for instruction.

527 **Teaching Second Languages: Elementary/Middle Schools (3:3).** Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials

development and evaluation. Organizing effective second language programs in the elementary and middle schools. Pr. 390 and admission to teacher education program or permission of instructor.

540 **Introduction to Exceptional Individuals (3:3).** Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child. Pr. PSY 221 and 426 or equivalent and consent of instructor. May not be taken by students who have credit for PSY 502.

543 **Teaching Exceptional Children in Mainstream Classrooms (3:3).** Intended for educators teaching exceptional children in regular class settings and for others concerned with mainstreaming efforts. Examines educational needs and appropriate instructional accommodations for such children. Pr. CEF 381, or permission of instructor.

555 **Multicultural Education (3:3).** Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender. Pr. admission to Teacher Education; CUI 202.

For Graduate Students Only

601 **Procedures in Education of Preschool Handicapped (3:3).**

605 **Developmental Psycholinguistics (3:3).**

607 **Adult Learning and College Teaching (3:3).**

608 **Seminar in Early Childhood Education (3:3).**

617a **Diagnosis and Correction of Reading Problems (3).**

617b **Advanced Strategies in Diagnosis and Correction of Reading Problems (3).**

619 **Research and Programs in Reading Education (3:3).**

620 **Theories of Reading and Writing Processes (3:3).**

621 **Diagnosing Learning Difficulties in Elementary and Junior High School (3:3).**

622 **Diagnostic Teaching (3:3).**

623 **Teaching Middle/Junior High School Science (3:3).**

624 **Elementary School Curriculum and Instruction (3:3).**

626 **Middle Grades Curriculum and Instruction (3:3).**

628 **Seminar in Elementary Education (3:3).**

630 **Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3).**

631 **Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3).**

632 **Trends in Teaching Practices and Curriculum in Secondary School Science (3:3).**

633 **Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).**

634 **Seminar in Middle Grades Education (3:3).**

635 **Reading in the Secondary School (3:3).**

637 **Trends in Teaching Practices and Curriculum in Secondary School English (3:3).**

638a,b **Seminar in Secondary Education (3:3), (3:3).**

639 **Global Education in the Curriculum (3:3).**

640 **Writing Instruction in the Elementary and Middle Grades (3:3).**

641 **Assessment in Special Education (4:3:3).**

642A **Instructional Methods: LD, MR, BEH (3:3).**

642B **Instructional Methods: Preschool Disabled (3:3).**

643 **Issues in Teaching Exceptional Children (3:3).**

644 **Supervised Practicum in Curriculum and Teaching (3 to 6).**

645 **Advanced Seminar in Exceptional Individuals (3:3).**

647a **Introduction to Consultation in Education (3:3).**

648 **Secondary Programming for Learning Disabled Adolescents (3:3).**

649c,d **Practicum in Special Education: Cross-Categorical (3:3), (3:3).**

650 **The Interaction of Classroom Management and Instruction (3:3).**

652 **Instructional Methods: LD, MR, BEH (3:3).**

654 **Teaching Models and the Analysis of Instruction (3:3).**

655 **Supervision of Instruction (3).**

664 **Teaching Problem Solving (3:3).**

665 **Diagnosis and Corrective Teaching in Mathematics (3:3).**

667 Technology in Mathematics Education (3:3).
668 Seminar in Mathematics Pedagogy (3:3).
669 Educational Implications of Learning and Developmental Theory (3:3).
670 Research in Mathematics Education (3:3).
680 Clinical Experience in Teaching (9).
685 Supervision: Theory and Concepts (3:3).
688 Contemporary Problems Seminar (1 to 3).
692 Independent Study (1 to 4).
698 Human Development (3:3).
699 Thesis (3 to 6).
710 Human Development and Education (3:3).
726 Seminar in Curriculum Development in Middle Grades Education (3:3).
747 Seminar in Special Education (3:3).
748 Seminar in Student Cognition and Motivation (3:3).
749a Internship: Provision of Special Education Services (3:3).
749b Internship: Supervision of Special Education Services (3:3).
750 Seminar: Issues in Curriculum and Instruction (3:3).
754 Internship in Curriculum and Instructional Leadership (3:0:10)
759 College Teaching Practicum (3:3).
775 Directed Doctoral Research (3:3).
785 Research on Teaching and Teacher Education (3:3).
799 Dissertation (12).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Educational Leadership and Cultural Foundations

Svi Shapiro, Professor and Chair of the Department

Professors Achilles, Brubaker, Goldman, Forbes, Purpel; Associate Professor Johnson; Assistant Professors Casey, Mengert, Smith; Adjunct Associate Professors Ford, Lancaster, Moore, Reichard, Stinson; Adjunct Assistant Professors Avery, Coble, Jones, Maddox-Britt; Visiting Assistant Professor Teague; Lecturer Kaiser

A major component of this department is an undergraduate course, ELC 381, "The Institution of Education," which is required of all students who are planning to seek teacher certification.

Educational Administration/Leadership Major:

(Master of Education)
(Specialist in Education)
(Doctor of Education)

Curriculum and Instruction Major:

(Doctor of Philosophy — Ph.D.)

Educational Leadership and Cultural Foundations Courses (ELC)

For Undergraduates

375 Philosophy of Education (3:3). Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary reading.

381 The Institution of Education (3:3). Historical background, purposes, and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to teachers of the dominant American philosophy of education. Required of students seeking teacher certification.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. Grade: Satisfactory/Unsatisfactory, S/U.

510 Survey of Adult Education (3:3). Survey of concepts and history of the professional field of adult education and affiliated fields. Examination of role of influencer or teacher of adults within today's context of accelerating cultural change.

581 Teaching in the Urban School (3:3). This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school. Pr. admission to teacher education or permission of instructor.

For Graduate Students Only

600 The Community College (3:3).

601 Higher Education in the United States (3:3).

602 Curriculum in Higher Education (3:3).

604 Moral Dimensions of Education (3:3).

606 Administration of Higher Education (3:3).
609 Epistemology and Education (3:3).
615 Curriculum Planning (3:3).
616 Current Issues in Higher Education (3:3).
621 Academic Advising and Retention in Higher Education (3:3)
623 Enrollment Mangement (3:3).
641 Designing Educational Programs (3:3).
658 Planning of Educational Facilities (3:3).
659 Educational Finance (3:3).
660 The School Principalship (3:3).
661 Ethics and Education (3:3).
662 Power, Politics and Schools (3:3).
663 Educational Administration in Historical Perspective (3:3).
664 Foundations of Interpretive Inquiry (3).
679 History of Education in the United States (3:3).
683 School Public Relations (3:3).
687 Public School Law (3:3).
689 Seminar in Leadership Development (6).
686 Curriculum Theory (3:3).
688 Contemporary Problems Seminar (1 to 3).
690 Supervised Practicum in School Administration (3).
691 Priniciples of Administration (3:3).
692 Independent Study (1 to 4).
694 Organization and Governance of Public Education (3:3).
695 Comparative Education (3:3).
696 Philosophies in Education (3:3).
697 Selected Critical Issues in American Education (3:3).
699 Thesis (3 to 6).
721 Social and Cultural Change and Education (3:3).
749 Doctoral Dissertation Seminar (1 to 3).
750 Advanced Seminar in School Law Research (3:3).
751 Concepts and Cases in Educational Administration (3:3).
752 Theories in Educational Administration (3:3).
775 Directed Doctoral Research (3:3).
790 Internship in Educational Leadership (3 to 18).
799 Dissertation (12).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Educational Research Methodology

John Christian Busch, Associate Professor and Chair of the Department
Professors Bond, Jaeger; Associate Professor O'Sullivan; Adjunct Assistant Professor McColskey

Educational Research, Measurement and Methodology Major

(Master of Education)
(Doctor of Philosophy)

Educational Research Methodology Courses (ERM)

For Graduate Students Only

604 Methods of Educational Research (3:3).
605 Educational Measurement and Evaluation (3:3). (Formerly ERM 670)
617 Statistical Methods in Education (3:3).
618 Intermediate Statistical Methods in Education (3:3).
642 Evaluation of Educational Programs (3:3).
667 Foundations of Educational Measurement Theory (3:3).
668 Survey Research Methods in Education (3:3).
681 Design and Analysis of Educational Experiments (3:3).
688 Contemporary Problems Seminar (1 to 3).
692 Independent Study (1 to 4).
693 Seminar in Advanced Research Methods (3:3).
699 Thesis (3 to 6).
726 Advanced Topics in Educational Measurement (3:3).
727 Item Response Theory (3:3).
728 Factor Analysis and Multidimensional Scaling (3:3).
730 Practicum in Educational Research and Evaluation(3).
731 Structural Equation Modeling in Education (3:3).
742 Advanced Topics in the Evaluation of Educational Programs (3:3).
749 Doctoral Dissertation Seminar (1 to 3).
775 Directed Doctoral Research (1 to 6).
799 Dissertation (12).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Library and Information Studies

Marilyn L. Miller, Professor, and Chair of Department

Professor Wright; Associate Professor Kovacs; Assistant Professors Carmichael, Locke, Shontz, Smith

This program is accredited by the American Library Association and leads to the Master of Library and Information Studies degree and appropriate state-level certification for school media personnel and public librarians.

Courses at the 500 level are offered for advanced undergraduates.

Library and Information Studies Major

(Master of Library and Information Studies)

Library and Information Studies Courses (LIS)

For Advanced Undergraduates and Graduate Students

505 **Introduction to Archival Management (3:3).** Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. Pr. consent of instructor. (Same as HIS 505.)

506 **Institutes in Librarianship and Educational Technology (1 to 3).** Special institutes to study issues, problems, and new approaches to librarianship and educational technology. Only one 506 institute may be credited toward the M.L.I.S. degree.

547 **Introduction to Instructional Media (3:3).** Introductory course in educational technology. Develop basic skills in design, production and use of instructional resources. Seniors and graduate students only.

548 **Sound/Slide Design and Production (1:1:1).** Design and production of sound/slide program for the single and multi-screen. Includes instruction in graphic and photographic slides and sound mixing. Pr. 547 or permission of instructor, to be taken in conjunction with 554, 556.

554 **Materials for Adolescents (3:3).** Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.

556 **Materials for Children (3:3).** Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.

557 **Information Sources and Services (3:3).** Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service.

581 **Selection/Evaluation of Microcomputer Courseware (1:1:1).** Examine and apply criteria for evaluating and selecting different types of instructional software in various disciplines.

582 **Educational Applications of BASIC (2:2:1).** An introduction to writing instructional programs in BASIC on microcomputers.

585 **Information Retrieval in Libraries and Education (1:1:1).** Deals with the variety of on-line databases available, with emphasis on educational and library applications.

586 **Logo: Logic and Applications (1:1:1).** Use the language and logic of Logo to explore fundamental computing concepts and powerful ideas about learning.

590 **Library/Media Center Applications of Microcomputers (1:1:1).** Review of the applications of microcomputers to libraries.

591 **School Administrative Applications of Microcomputers (1:1:1).** Introduction to school administrative applications of microcomputers.

594 Educational/Library Applications of Database Management Systems (1:1:1). Introduction to the library and educational applications of microcomputer-based database management systems with hands-on experience in storing and manipulating information.

For Graduate Students Only

600 Foundations of Library and Information Studies (3:3).

601 Practicum (1 to 6).

608 Independent Study (1 to 4).

610 Social Sciences Information Sources (3:3).

611 Humanities Information Sources (3:3).

612 Science and Technology Information Sources (3:3).

613 Business Information Sources and Services (3:3).

614 Public Documents Information Sources (3:3).

615 Collection Management (3:3).

616 Media Production Services for Library Programs (3:3).

640 Organizing Library Collections (3:3).

645 Introduction to Library Automation (3:3:2).

646 Indexing and Abstracting (3:3).

647 Emerging Technological Trends in Information Access (3:3).

650 Library Administration and Management (3:3).

651 Seminar in Advanced Information Sources and Services (3:3).

652 Library Administration and Management Seminar (3:3).

653 The School Library (3:3).

654 School Library Media Specialist and the Curriculum (3:3).

655 The Public Library (3:3).

656 The Academic Library (3:3).

657 The Special Library (3:3).

658 Library Services to Diverse Client Groups (3:3).

659 Problems in Library and Information Studies (3:3).

660 Supervision: School System Library Media Programs (3:3).

665 Library Services for Young People (3:3).

672 Instructional Design (3:3).

680 Internship in School Library Media Supervision (3-6).

688 Seminar in Selected Topics (1 to 4)

800 Graduate Registration (0).

801 Graduate Registration (0).

School of Health and Human Performance

401 Health and Human Performance Building

Robert W. Christina, Professor and Dean of School
Diane L. Gill, Professor and Associate Dean

In the School of Health and Human Performance academic programs are offered through the Department of Dance, the Department of Exercise and Sport Science, the Department of Leisure Studies, and the Department of Public Health Education. Each department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate degrees in Dance, Health Education, and Exercise and Sport Science are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

In the **Department of Dance,** the Bachelor of Fine Arts degree is offered with a major in Dance as a creative and performing art. The Bachelor of Science degree, with a major in Dance Education, is designed to lead to North Carolina certification for teaching in public schools. A Bachelor of Arts degree in Dance is pending. A Dance minor and master's degree studies are also available.

The **Department of Exercise and Sport Science** offers majors in Exercise and Sport Science leading to the Bachelor of Science degree. One of two concentrations may be selected: Teacher Education or Exercise Science and Sport Studies. The Teacher Education concentration prepares students for teaching in grades K-12. The Exercise Science and Sport Studies Concentration prepares students for careers in preventive and rehabilitative exercise and fitness. This concentration may be tailored to meet the needs and interests of students planning graduate study in medicine, occupational therapy, or physical therapy. Graduate studies leading to the master's degree and the doctoral degree are offered.

In the **Department of Leisure Studies,** a major student may choose one of three areas of concentration, Leisure Services Management, Therapeutic Recreation, or Travel, Tourism, and Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Leisure Studies minor is also available. A Master of Public Affairs with a concentration in Leisure Studies is offered through the Department of Political Science. The undergraduate program is fully accredited by the NRPA/AALR Council on Accreditation.

The **Department of Public Health Education** offers the Health Education major, leading to the Bachelor of Science degree, with concentrations in Community Health Education and School Health Education. The latter leads to K-12 teacher certification. A Health Studies minor is available as well as graduate studies leading to the master's degree.

Further details about specific major programs can be found in the individual Department listings on the following pages. Graduate programs are described in the University's **Graduate Catalog.**

Department of Dance

323 Health and Human Performance Building

Sue Stinson, Professor and Head of Department

Professors Cheney and Gamble; Associate Professors Deloria and Van Dyke; Lecturer Vulpi

Dance Major (Bachelor of Arts)

Required: 122 semester hours

NOTE—The Bachelor of Arts Major in Dance is currently pending approval by the University of North Carolina General Administration. Contact Dr. Sue Stinson for current status of program.

The Dance major (B.A.) is designed to provide students with a general education in dance. Majors in Dance (B.A.) are required to complete the following program. All Dance majors must maintain a "C" or better in all dance courses.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Bachelor of Arts Dance Major are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) **Required:** any FA course other than Dance	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 101 or RCO 101, **and** one other RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) **Required:** DCE 201 and 202	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

A.	Required Dance courses:	
1.	DCE 100	3
2.	DCE 201 and 202	6
3.	Theory and practice of dance Courses above the 100-level, to be selected from: DCE 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 411, 412, 413, 414, 424, 524	9
4.	DCE 217 (twice)	2
5.	DCE 251	2
6.	DCE 340	3

7.	DCE 255 and 355	2
B.	Electives in Dance: Advisor-approved Dance courses at the 300-500 level	9
	Total semester hours in Dance	36
Free Electives		**41**

DANCE MAJOR (BACHELOR OF FINE ARTS)

Required: 128 semester hours

The Dance major is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Coursework in modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance. Admission to the program is by application only. Acceptance and continuance are contingent upon approval by the faculty.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements **for the Bachelor of Fine Arts Dance Major** are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) **Required:** DCE 201	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 101 or RCO 101, **and** one other RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) **Required:** DCE 202, **and** one other non-dance FA elective	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

71 semester hours in dance (in addition to DCE 201, 202):

1. Twenty-four semester hours of dance technique and theory in modern dance (16 s.h.) and ballet (6 s.h.) and jazz or ethnic (2 s.h.) selected from: DCE 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 413, 414, 424, 524.
2. Grade of B- or higher in DCE 251, 311, 312, 351, and 424 or 524.
3. Grade of C- or higher in all courses with the DCE prefix.
4. DCE 100, 217 (twice), 251, 340, 341, 351, 450, 452, 464, 470, 551.
5. Two semester hours in dance performance selected from DCE 250 and DCE 343.
6. Four semester hours in dance production, DCE 255 twice and DCE 355 twice.
7. Electives with DCE prefix sufficient to complete 71 semester hours in dance.

Electives

Electives sufficient to complete 128 total semester hours required for degree.

DANCE EDUCATION MAJOR (BACHELOR OF SCIENCE)

Required: 128 semester hours

The Dance Education major is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography, performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina certification for teaching in public schools.

Dance Education majors are required to complete the following program:

I.	AULER Requirements	45 hours
II.	Major Requirements	62 hours
III.	Teacher Certification Requirements	11 hours
IV.	Free Electives	8 hours
	Total Semester Hours	**128 hours**

Specific course requirements for the B.S. degree with a major in Dance Education are detailed in the following sections.

I. All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements **for the Bachelor of Science Dance Education Major** are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
2. British or American Literature (BL) 3
3. Fine Arts (FA) 3
   Required: DCE 201
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 101 or RCO 101, **and** one other RD course
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221, **and** one other SB course
10. World Literature (WL) 3
11. AULER Electives (EL) 6
    Required: DCE 202, **and** one other non-dance FA elective

    Total AULER Requirements **45**

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

II. Major Requirements (62 semester hours)

1. Grade of B or higher in DCE 311, 312, 411, 412, 424 or 524
2. Grade of C or higher in all courses with DCE prefix
3. Dance Technique and Theory, as follows: 20

	Modern Dance: select from 211, 212, 311, 312, 411, 412, 424, 524	11
	Ballet: select from 213, 214, 313, 314, 413, 414	5
	Modern Jazz: select from 216, 316	1
	Ethnic: three different forms of 215	3
4.	Improvision and Choreography: DCE 217 twice, plus 251 and 351	6
5.	Dance Performance: select from DCE 250 or 343 or 452	1
6.	Dance Production: DCE 255 twice and DCE 355 twice	4
7.	Other Dance: DCE 100, 340 and 341, plus DCE elective(s)	11
8.	Dance Education: DCE 345, 346, 446, 447, 461-462, and 463	20
	Total Major Requirements	**62**

III. Teacher Certification Requirements (11 semester hours)

Completion of University Teacher Education requirements (see pages 342-343).

NOTE: • The certification requirement for PSY 221, General Psychology, is met under the AULER requriements.

1.	ELC 381, The Institution of Education	3
2.	CUI 450, Psychological Foundations of Education	3
3.	CUI 470, Reading Education	2
4.	HEA 201 or 310 or 338, or FNS 213	3
	Total Certification Requirements	**11**

IV. Free Electives (8 semester hours)

Total Hours Required for Degree: 128

DANCE MINOR

A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Students wishing the minor program must register with the head of the Dance Department. Coursework is individualized, with selections to be made in each of the following areas:

Technique: Ballet: select from DCE 113, 213, 313; Modern: select from DCE 111, 211, 311; Jazz: select from DCE 116, 216, 316; Ethnic: DCE 215

Creative Work: Improvisation, Choreography, Repertory, Performance, Creative Synthesis: select from DCE 100, 217, 250, 251, 343

Historical/Cultural Aspects: Introduction to Dance, Dance Appreciation, Dance History: select from DCE 200, 201, 202

Electives: select from DCE 255, 340, 342, 345, 350, 355, 446

The minor includes a minimum of 18 hours, with no more than 9 in any one of the above areas. Additional coursework may be chosen from remaining dance electives in related areas to total 18 hours.

Students seeking endorsement in dance from the State Department of Public Instruction will have additional course requirements and must consult the Department of Dance.

CONCENTRATION IN DANCE

A 24-hour cohesive course of study for students majoring in education who need a second major or concentration in a basic academic discipline.

Six hours must be chosen from **each** of the following four areas:

1. Historical/Cultural Content, to be selected from: DCE 200, 201, 202, 323, 522, 523
2. Dance Technique, to be selected from: DCE 111, 113, 116, 211, 213, 215, 216, 311, 313, 316, 424, with at least 3 hours taken above the 100 level
3. Creative Study and Performance, to be selected from: DCE 100, 217, 250, 251, 343, 351
4. Special Areas Dance Electives, to be selected from any DCE course above the 100 level. Suggested: DCE 255, 340, 342, 345, 355, 446, or additional courses from areas listed above

For further information on program details, contact the Dance Department (334-5570).

DANCE COURSES (DCE)

For Undergraduates

100 Introduction to Dance (3:3). Orientation to the art of dance and the principles governing it. Presentation of materials and experiences related to a realistic concept of the roles of dance in society. *[FA, CFA].*

107 Classical Ballet Technique of the Danseur (1:0:3). Introduction to the study of classical ballet technique with emphasis upon men's technique. Pr. consent of instructor.

108 Classical Ballet Technique of the Danseur II (1:0:3). Continued study of classical ballet with emphasis on men's techniques for jumps, turns, and basic partnering. Pr. 105 or 107 or permission of instructor.

111 Modern Dance (1:0:3). Introduction to the movement techniques of modern dance. Placement by audition. May be repeated for credit. (Fall semester.)

112 Modern Dance (1:0:3). Continuation of 111. May be repeated for credit. (Spring semester.)

113 Ballet (1:0:3). Introduction to the study of classical ballet techniques. Placement by audition. May be repeated for credit. (Fall semester.)

114 Ballet (1:0:3). Continuation of 113. May be repeated for credit. (Spring semester.)

116 Beginning Jazz Dance (1:0:3). Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. May be repeated once for credit.

200 Dance Appreciation (3:3). Dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts. Lectures, films, demonstrations, and practical dance experience. Non-dance majors only. *[FA, CFA].*

201 History of Dance I (Primitive Period - 1300 A.D.) (3:3). Study of the history and philosophy of dance in selected geographical locations from the period of Primitive Man (50,000 B.C.-3400 B.C.) through the Period of the Crusaders (1100-1300). (Fall semester.) *[FA, CFA].*

202 History of Dance II (1450 to Contemporary History) (3:3). Study of the history and philosophy of dance in selected geographical locations from the Period of the Renaissance (1450 to 1600) through the Contemporary Period of history. (Spring semester.) *[FA, CFA].*

211 Modern Dance (1:0:3). Technique course designed to increase skill in modern dance. May be repeated for credit. Pr. two semesters of modern dance. (Fall semester.)

212 Modern Dance (1:0:3). Continuation of 211. May be repeated for credit. (Spring semester.)

213 Ballet (1:0:3). Technique course designed to increase skill in classical ballet. May be repeated for credit. Pr. two semesters of ballet. (Fall semester.)

214 Ballet (1:0:3). Continuation of 213. May be repeated for credit. (Spring semester.)

215 Ethnic Dance/Character Dance (1:0:3). Folk, ethnic and social dances from Europe, Asia and the Pacific, Africa, and the Americas as they relate to concert dance. May be repeated for credit. Pr. two semesters of dance technique or consent of instructor.

216 Intermediate Jazz Dance (1:0:3). Continuation of 116. May be repeated once for credit. Pr. 116 or permission of instructor.

217 Exploration and Improvisation in Dance (1:0:3). Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills. May be repeated for credit. (Spring semester.)

250 **Dance Performance Practicum (1:0:3).** Rehearsal and performance of choreography created by faculty, students, and/or guest artists. Open by audition or invitation. May be repeated for credit.

251 **Choreography I: Craft (2:1:2).** Study of the elements of time, space, and design as they are artistically significant in dance. Pr. 217. (Spring semester.)

255 **Dance Production Practicum I (1:0:3).** Experience in introductory level backstage work for dance performances. May be repeated for credit.

295 **Experimental Course: Dance in Nonwestern Cultures (3:3).** Study of choreographic form and function of dance in selected Asian, Africa, Indonesian, Polynesian, and Amerindian cultures.

311 **Modern Dance (1:0:3).** Continuing course designed to increase skill in technique and use of related theatrical elements. May be repeated for credit. Pr. 211 and 212 or equivalent.

312 **Modern Dance (1:0:3).** Continuation of 311. May be repeated for credit.

313 **Ballet (1:3).** Continuing course designed to increase skill in classical ballet techniques. May be repeated for credit. Pr. 213 and 214 or equivalent.

314 **Ballet (1:3).** Continuation of 313. May be repeated for credit.

316 **Advanced Jazz Dance (1:0:3).** Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance. May be repeated once for credit. Pr. 216 or permission of instructor.

317 **Experimental Course: Intermediate African-American Dance (1:0:3).** Advanced study of the complex rhythms of African dance. The class will connect traditional songs, dances and music with the culture and use those elements in choreography. Pr. completion of two semesters of African-American Dance (DCE 215B) or permission of instructor.

323 **The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, MUS 323.) *[FA, CFA].*

340 **The Body and Motion in Dance (3:2:2).** Study of the body and movement as relevant to dance and applied to dance technique. Care of the dance instrument through overview of nutrition, prevention and care of injuries. Taught with a movement lab. (Fall semester.)

341 **Accompaniment for Dance (2:1:2).** Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings. Pr. 251, MUS 207, or basic music background. (Spring semester.)

342 **Teaching Social, Folk, and Country Dance (2:1:2).** Teaching of American square, social, contra and round, and international folk dance. Includes study of sociocultural, historical, geographic, and musical influences on the development of dance forms. Pr. dance major or permission of instructor. (Fall semester.)

343 **Dance Repertory (1:0:3).** Creation and performance of a new or reconstructed work by faculty or guest artist. May be repeated for credit. Pr. 211 or permission of instructor.

345 **Dance Education in Elementary Schools (2:4 for 10 1/2 weeks).** Observation/participation of dance education with elementary schools, as well as some special education students of varying ages, with reflection on the nature of dance and its educational significance. (Fall semester.)

346 **Dance Education for Middle and High School (1:4 for 5 1/2 weeks).** Observation/participation of dance education in high school and with special populations, as the basis for examining the nature of dance, its personal/social significance, and the teaching/learning process. Pr. 345. (Fall semester.)

349 **Movement for the Stage (2:1:2).** Examination and application of theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre. Pr. 103 or 203 or equivalent and COM 251, or consent of instructor.

350 **Dance Production (3:2:2).** Theoretical and practical experiences offered to foster the acquisition of sufficient skills, knowledges, and sensitivities in order to project the choreographer's intent through visual and auditory techniques in a dance production. Pr. 255.

351 **Choreography II: Process (2:1:2).** Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by

various traditional and contemporary dance artists and as developed by the individual student. Pr. 251. (Fall semester.)

355 **Dance Production Practicum II (1:0:3).** Experience in advanced level stage practices for dance performances. May be repeated for credit. Pr. 1 credit of 255.

411 **Modern Dance (1:3).** Advanced work in the skills and techniques of modern dance. May be repeated for credit. Pr. 311 and 312 or permission of instructor. (Fall semester.)

412 **Modern Dance (1:3).** Continuation of 411. May be repeated for credit. Pr. permission of instructor. (Spring semester.)

413 **Ballet (1:3).** Advanced work in the skills and techniques of classical ballet. May be repeated for credit. Pr. 313 and 314 or permission of instructor. (Fall semester.)

414 **Ballet (1:3).** Continuation of 413. May be repeated for credit. (Spring semester.)

424 **Contemporary Dance: Theory and Technique (3:1:6).** Theory and practice of advanced modern dance technique and its relationship to the artistic and professional field. May be repeated for credit. Pr. advanced ability in dance technique.

446 **Perspectives on Dance Education (3:3).** Theoretical foundations in dance education and their implications for curriculum and teaching. Pr. 345. (Spring semester.)

447 **Field Experience in Dance Education (4:2:7).** Development of teaching skills in dance in public school settings. For dance majors only. Pr. admission to Teacher Education in dance or permission of the instructor. (Fall semester.)

449 **Experimental Course: Somatics and the Gendered Body in Dance Education (1:0:8).** Exploration of somatic and creative processes through movement and body/mind experience. The relationship between these processes and the gendered body in dance education will be explored. Pr. concurrent enrollment in DCE 447 or permission of instructor.

450 **Organization and Administration of Dance (3:3).** Administration of dance programs in secondary schools, private studios, and recreation centers. Special reference to organization of dance clubs and dance companies. Specific opportunities to examine one's philosophy in relation to contemporary trends and future implications. Pr. dance major or consent of instructor.

452 **Dance Touring Practicum (6:0:18).** Practical experience in performing as a member of a touring dance company giving concerts in a variety of locations including public schools. Pr. enrollment by audition only.

461, 462 **Student Teaching in Dance Education (4), (5).** Supervised student teaching experience in dance education. Full-time teaching in a school setting. Admission by application only. Acceptance contingent upon approval of Dean. Grade: Pass/Not Pass.

463 **Seminar in Dance Education (3:3).** Summary and evaluation of student teaching experience, designed to serve as a guide in coordination of interpretations, philosophy, and understanding in dance education. Pr. all dance education major requirements.

464 **Practicum in Dance Education (3 to 6).** Supervised experience teaching dance in non-public school setting. Arranged through cooperative effort of student and supervisor. Pr. 447 and approval of instructor.

470 **Creative Synthesis in Dance (3:3).** Culminating choreographic experience for BFA in Dance majors. Full development and production of a significant choreographed work presented in concert. Pr 251, 351, 551, and senior BFA in Dance status, or instructor's permission. (Fall and Spring).

475 **Independent Study (1 to 3).** Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor. Pr. demonstrated competency for independent work and consent of academic advisor and instructor.

476 **Selected Topics in Dance (1 to 3).** Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area. May be taken twice for credit. Pr. consent of instructor.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

522 **Anthropological Bases of Dance (3:3).** Dances of primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures. Pr. 201 or equivalent.

523 **Dance of the Twentieth Century (3:3).** Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today, and to present-day social pattern. Pr. 202 or equivalent.

524 **Contemporary Dance Artists: Techniques and Theories (3:1:6).** Study and practice of the theory and technique of selected contemporary dance artists. Focus to vary each semester. May be repeated once for credit with approval of instructor. Pr. advanced level dance technique. (Fall semester.)

550 **Creative Process: Dance Perspective (3:3).** Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. Pr. advanced standing in an arts program or permission of instructor. (Fall semester.)

551 **Choreography III: Group Forms (3:2:2).** Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. Pr. 251 and 351 or equivalent.

560 **The Dancer's Body (3:3).** Exploration of selected approaches to body awareness, integration, release, and their implications for dance technique and performance. Pr. two semesters of dance technique and equivalent of 340, or permission of instructor. (Spring semester.)

589 **Experimental Course: Dance Performance (3:3).** Exploration of theoretical points of view about dance performance through readings, discussions and practice. A final performance project will be required with an accompanying written self-evaluation. Pr. graduate status.

For Graduate Students Only

600 **Graduate Forum in Dance (0).**

610 **Dance: The Phenomenon I (3:3).**

611 **Dance: The Phenomenon II (3:3).**

620 **Rhythmical Analysis (3:3).**

621 **Administration of Dance (3:3).**

622 **Dance Criticism (3:3).**

624 **Movement for Dance (1:0:5).**

651 **Studio Problems in Choreography (3:3).**

660 **Issues in Planning the Dance Curriculum (3:3).**

662 **Practicum in Teaching Dance (3).**

676 **Problems Seminar (3).**

687 **Practicum in Dance Performance (3).**

695 **Independent Study (1 to 3).**

698 **Field Project in Dance (6).**

699 **Thesis (3 to 6).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Department of Exercise and Sport Science

250 Health and Human Performance Building

Shirl J. Hoffman, Professor and Head of Department

Professors Barrett, Gill, Gould, Harris, Martinek, Swanson; Associate Professors Goldfarb, Karper, Robinson, Umstead, Williams; Assistant Professors Gilchrist, Hopewell, Morgan, Veal; Lecturers Francis, Richards, Wieser

Exercise and Sport Science Major (Bachelor of Science)

Required:

Exercise Science and Sport Studies Concentration — 122-123 semester hours

Teacher Education Concentration — 125-131 semester hours

CONCENTRATIONS

The **Exercise Science and Sport Studies** concentration is designed for students preparing for fitness leadership as a career and those preparing for graduate programs related to exercise science. A 6 semester-hour internship, designed to provide practical experience in community settings appropriate for each student's career goals, is required.

The **Physical Education Teacher Education** concentration leads to certification for teaching in North Carolina and most other states. The certification program prepares a student to teach grades K-12. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching", and coaching experiences with public school students, including those with special needs.

Second Major Requirement for Teacher Education Concentration

All students majoring in Physical Education Teacher Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and the second major requirement. All students who entered any college in Fall 1989 or later as freshmen are subject to this requirement.

REQUIREMENTS

Requirements for the Physical Education Major are described in the following categories:

1. **All-University Liberal Education Requirements (AULER)** - separately for the ESSS concentration, and for the Teacher Education concentration according to the "Second Major" chosen
2. **Related Area Requirements** - for the Teacher Education Concentration only, according to the "Second Major" chosen
3. **Additional "Second Major" Requirements** - for the Teacher Education Concentration only, according to the "Second Major" chosen
4. **Major Requirements** - for both concentrations
5. **Electives** - for both concentrations

All-University Liberal Education Requirements (AULER) (47-50 semester hours)

• for the **Exercise and Sport Studies concentration**

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytical and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathmatics (MT) **Required:** STA 108	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** one other approved RD course	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221 **and** one other SB course	6
10.	World Literature (WL)	3
11.	AULER Additional Courses **Required:** CHE 103 **or** 111, **plus** CHE 104 **or** 114, **and** CHE 110	7 - 9

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

All-University Liberal Education Requirements (AULER)

• for the **Physical Education Teacher Education concentration**

Specific AULER area requirements for Physical Education Teacher Education **VARY** according to the "Second Major" chosen. Please see second major requirements outlined below for details.

For the Anthropology Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
7.	Non-Western Studies (NW) **Required:** ATY 325, 333, 335, **or** 337*	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221 **and** ESS 330	6

10. AULER Additional Courses 6
    Required: ATY 201, 212, **or** 258**, plus one course from any AULER area

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. **Required Core:** ATY 213, 253, 360, 387, and 411
2. *Choose **one** from the group ATY 325, 333, 337 **in addition to** the course selected for the NW Area in AULER
3. ****One** from the following: ATY 201, 212, or 258
   (was contributed from the AULER Additional courses)

For the Biology Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
2. British or American Literature (BL) or World Literature (WL) 3
3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
6. Natural Science (NS) 8
   Required: BIO 111 and 112
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 **and** ESS 330
10. AULER Additional Courses (from any of the above AULER areas) 3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (9 semester hours plus 6 hours in AULER)

One course from **three of the following:**

1. Ecology: BIO 301
2. Cell biology: BIO 355
3. Genetics: BIO 392
4. Diversity: BIO 322, 341, 354, or 370

For the English Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL) **Required: One** from ENG 211, 212, 251, 252*	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** ENG 223**	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221 **and** ESS 330	6
10.	Additional course from any AULER area	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, and AULER Additional courses, 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. **Required Core: Two additional courses** from ENG 211, 212, 251, 252*
(one course was chosen above in AULER)
2. **Language and Writing: One course** from ENG 260
(in addition to ENG 223 ** chosen for AULER)
3. **Literature before 1800: One course** from ENG 336, 337, 338, 339, 340, 342, 360, 381, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. **Literature After 1800: One course** from ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. **One additional course** from last two categories

For the Geography Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8

7. Non-Western Studies (NW) 3
   Required: GEO 303
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 **and** ESS 330
10. AULER Additional Courses 3
    Required: GEO 202 or GEO 301

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in Geography from AULER)

One course from each of the following:

a. GEO 321, 322, 323, 521, or 522
b. GEO 103, 111
c. GEO 202 or 301
d. GEO 102, 104, 313, 344, 560
e. GEO 303 (from AULER)
f. Three additional courses

For the History Second Major (125-128 total semester hours):

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
   Required: One course from HIS 311, 360, or 366*
2. British or American Literature (BL) or World Literature (WL) 3
3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
   Required: One course from HIS 221, 251, 252, 357, 369, or 374**
5. Mathematics (MT) 3
6. Natural Science (NS) 7-8
   Required: BIO 111, **and** one additional NS course
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 **and** ESS 330

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 6 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

Note: The History Department divides courses into three groups — Western European History, U.S. History, and the history of remainder of the world. These are the fields given below:

Field 1:
A. ***One** course from HIS 311, 360, or 366 (chosen from the AE Area of AULER)
B. ****One** course from HIS 221, 251, 252, 357, 369, or 374 (chosen from the HP Area of AULER)

Field 2:
A. **One** course from HIS 211, 212, 301, 302, 330, 336, 347, or 359
B. **One** course from HIS 335, 339, 340, 343, 344, 502, 511, 515, 517, 518, 526, 545, 549, 550

Field 3:
A. **One** course from HIS 203, 204, 215, 216, 240, 361, 377, or 381
B. **One** course from HIS 217, 218, 304, 307, 308, 320, 321, 339, 370, 378, 383, 384, 385, 386

Two additional HIS courses at the 500 level

For the Philosopy Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	British or American Literature (BL) or World Literature (WL)	3
2.	Fine Arts (FA)	3
3.	Historical Perspectives on Western Culture (HP) **Required:** PHI 252*	3
4.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
6.	Non-Western Studies (NW)	3
7.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** PHI 211**	6
8.	Social and Behavioral Sciences (SB) **Required:** PSY 221 **and** ESS 330	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, Literature (BL/WL), 3 hours, and AULER Additional Courses, 6 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. PHI 252* **and** PHI 211** (taken in AULER) **and** PHI 251 **and** 111
2. **Four additional PHI courses** at the 200 level or higher

For the Religious Studies Second Major (125-128 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) **Required:** REL 207 or 309*	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP) **Required:** REL 202 or 204**	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
7.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101	3
8.	Social and Behavioral Sciences (SB) **Required:** PSY 221 and ESS 330	6
9.	Additional Courses (from any of the above AULER areas)	6

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Non-Western Studies (NW), 3 hours, and Reasoning and Discourse (RD), 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

Note: The Religious Studies Department titles the subdivisions of interest "groups":

One course from each category:

Group 1: REL 210, 211, 212, 215, 218, 220, 221, 225, 351

Group 2: REL 202, 204, 301, 305, 366, 367

Group 3: REL 207, 228, 230, 240, 259, 324, 325, 330, 331, 333, 339, 340, 365

Group 4: REL 309, 310, 314, 318, 503

For the Sociology Second Major (128-131 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111, **and** one additional NS course	7-8
7.	Non-Western Studies (NW) **Required:** SOC 300*	3

8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 **and** ESS 330
10. AULER Additional Courses 3
    Required: SOC 211 or 201**

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 **and** 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. SOC 211** **or** 201** (selected in AULER as Additional SB Area course)
2. SOC 314, 318, 450
3. **Two courses from:** SOC 232, 320, 336, and 337
4. SOC 300* (selected in AULER as NW Area course)
5. **One additional approved SOC course**

MAJOR REQUIREMENTS

All Exercise and Sport Science majors must take the following 32 semester hours of **Core Courses:**

1. ESS 280, 285, 288, 330, 351, 375, 376, 388
2. ESS 207, 208, 299, 310
3. Six additional hours of activity courses as follows:
   for Exercise Science and Sport Studies concentration, include 205; for Teacher Education concentration, include 207, 208, 213, 214, 215, and 216.

Exercise Science and Sport Studies Concentration:

1. Additional ESS courses: 568, 569, 570, 595
2. Related areas: *BIO 111 and 112, BIO 271 and 277 or approved transfer courses, *CHE 103 or 111, *CHE 104 or 114, *CHE 110, *COM 105 or 341, *STA 108, HEA 338 or 236 or ARC Certification in First Aid and CPR, HEA elective, FNS elective

* Students should take these courses as part of the fulfillment of AULER.

Teacher Education Concentration:

1. Additional ESS courses: 217, 354, 381, 454, 461-462, 464
2. Related areas: HEA 236 or 338 (or ARC Certification in First Aid and CPR)
3. Teacher Certification Requirements: HEA 201, ELC 381, CUI 450, 470
4. Students who have not been admitted to the Teacher Education Program may not enroll in ESS 354, 454, 461, 462, 464.

Additional information about **Teacher Education** may be found in Chapter 5.

Electives

Sufficient to complete total semester hours required for degree.

Note: Transfer Students — Students who enter the UNCG Exercise and Sport Science major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background of science (BIO 111, 112, 271, 277) and physical education activities. For

those students seeking Teacher Certification who are also required to complete a "Second Major", the time commitment may be further extended.

Coaching Minor

May be chosen by any degree-seeking UNCG student. Minimum of 15 semester hours, approved by the Department, including ESS 390, 477, 388; HEA 236 or 338 or American Red Cross First Aid and Certification (n.c.).

Exercise and Sport Science Courses (ESS)

For Undergraduates

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

101 Beginning Volleyball (1:0:3). Introduction to basic techniques, knowledges, and strategies of volleyball.

102 Team Handball (1:0:3). Olympic sport activity which uses basketball playing skills in a soccer format.

103 Softball (1:0:3). Introduction to basic techniques, knowledges, and strategies of slow pitch softball.

104 Beginning Basketball (1:0:3). Development of fundamental skills, strategical elements and knowledge of basketball.

106 Beginning Soccer (1:0:3). Development of fundamental skill, strategies and knowledge of soccer.

119 Personalized Physical Education (1:0:3). Designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured. May be repeated for credit. Pr. permission of a faculty supervisor and medical approval.

120 Conditioning (1:0:3). Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness. May be repeated for credit once.

121 Beginning Archery (1:0:3). Introduction to basic techniques, knowledge, rules, and equipment of archery.

122 Bicycling (1:0:3). Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

123 Beginning Snow Skiing (1:0:3). Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately $180, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.

124 Backpacking (1:0:3). Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area. Fee: approximately $20 for food and travel.

125 Hiking/Camping (1:0:3). Basic hiking/camping skills, compass and topographical map use. Includes 20 hours of class sessions plus 1 overnight weekend camping trip. Fee: approximately $20 for food, travel, and campground fees.

126 Modern Rhythmical Gymnastics (1:0:3). Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

127 Beginning Golf (1:0:3). Fundamentals of golf with opportunity to practice skills and play on the University golf course.

128 Beginning Bowling (1:0:3). Introduction to basic skills, knowledge, and scoring of bowling. Off-campus course; fee approximately $30.

129 Beginning Olympic Gymnastics (1:0:3). Fundamental skills and mechanics in tumbling, trampoline, and Olympic apparatus and events.

130 Weight Training (1:0:3). Weight training with emphasis on principles, techniques, and development of individualized programs. May be repeated for credit once.

131 Jogging (1:0:3). Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures. May be repeated for credit once.

132 **Ice Skating (1:0:3).** Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills. Fee: approximately $40, includes skate rental and rink fee.

142 **Social Dance (1:0:3).** Basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha-cha, waltz, tango, polka, rumba, samba, and current popular dances.

147 **Square Dance (1:0:3).** Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

150 **Swimming for Non-Swimmers (1:0:3).** Designed for students with a fear of the water and a desire to learn to swim.

151 **Beginning Swimming (1:0:3).** Basic course in swimming for students with little or no knowledge of strokes and little deep water experience.

170 **Beginning Fencing (1:0:3).** Introduction to basic footwork, attacks, and defenses of foil fencing with opportunity for competitive bouting.

171 **Beginning Badminton (1:0:3).** Introduction to basic techniques, knowledges, and strategies of badminton.

172 **Beginning Self-Defense (1:0:3).** Basic skills of non-weapon defense, including techniques from karate and judo.

173 **Beginning Racquetball (1:0:3).** Introduction to basic skills, rules, and strategy of racquetball.

174 **Wrestling (1:0:3).** Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

175 **Beginning Tennis (1:0:3).** Introduction to basic skills, rules, and scoring of tennis.

201 **Intermediate Volleyball (1:0:3).** Introduction to advanced techniques, knowledges, and strategies of volleyball. Pr. 101 or instructor's approval.

204 **Intermediate Basketball (1:0:3).** Refinement of skills, strategies and knowledge in basketball. Pr. 104 or permission of instructor.

205 **Rhythmic Aerobics (1:0:3).** Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility. May be repeated for credit once.

206 **Intermediate Soccer (1:0:3).** Refinement of skills, strategies and knowledge of soccer. Pr. 106 or permission of instructor.

207 **Selected Physical Activities I - Core Program (1:0:3).** Survey of selected physical activities with special emphasis on personal performance experience. ESS majors only.

208 **Selected Physical Activities II - Core Program (1:0:3).** Continued experience in selected physical activities, with special emphasis on personal performance. ESS majors only.

213 **Sports Performance & Analysis I (1:3).** Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model.

214 **Sports Performance & Analysis II (1:3).** Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model.

215 **Children's Physical Education I: Educational Gymnastics (1:3).** Performance and analysis of gymnastic skills appropriate for children. Pr. ESS majors; open to elementary education majors with permission of instructor.

216 **Children's Physical Education II: Educational Games (1:3).** Performance and analysis of game skills and offensive/defensive strategies appropriate for children. Pr. ESS majors; open to elementary education majors with permission of instructor.

217 **Introduction to the Teaching of Physical Education in Grades K-12 (2:3).** Study of the nature and scope of teaching physical education in today's public schools with particular emphasis on its relationship to total educational experience. Extensive opportunity for first-hand experience with students of various backgrounds, ages 5-16, through observation and participation in elementary and secondary public schools.

220 **Physical Fitness for Life (3:2:3).** Activity-based course with selected lecture material regarding principles and methods for developing and maintaining physical fitness. Development and conduct of a personal program designed for continuing participation throughout life.

221 **Intermediate Archery (1:0:3).** Introduction to advanced techniques and knowledge of archery. Pr. 121 or instructor's approval.

223 **Intermediate Snow Skiing (1:0:3).** Intermediate techniques of skiing including parallel turns, mogul skiing, wedlin, and introduction to freestyle skiing. Pr. 123 or instructor's approval. Fee: approximately $180, includes equipment rental, fees, and accident insurance for 5 days at

French-Swiss Ski School, Blowing Rock, North Carolinal.

227 **Intermediate Golf (1:0:3).** Review and refinement of beginning skills; sand trap shots; uphill, downhill, and sidehill lies; opportunity to play on local golf courses. Pr. 127 or instructor's approval. Fee: approximately $12 for green fees.

228 **Intermediate Bowling (1:0:3).** Refinement of beginning skills and individual delivery, style, and league bowling. Pr. 128 or instructor's approval. Off-campus lanes; fee approximately $30.

229 **Intermediate Olympic Gymnastics (1:0:3).** Refinement of beginning techniques and individual mastery and progress. Pr. 129 or instructor's approval.

230 **Psychological Skills for Optimal Performance (3:2:2).** Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

240 **Introduction to World Folk Dance (1:0:3).** Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics, and cultural settings of dances from all parts of the world.

242 **Clogging (1:0:3).** Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, freestyle clogging, and Appalachian Big Circle Mountain Dancing.

243 **Intermediate Folk Dance (1:0:3).** Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations. Pr. 240 or instructor's approval.

252 **Low Intermediate Swimming (1:0:3).** Designed for students who have a basic knowledge of swimming skills and are deep water swimmers. Pr. 151 or instructor's approval.

254 **High Intermediate Swimming (1:0:3).** Development of the nine Red Cross swimming strokes, endurance swimming, and diving. Pr. 252 or instructor's approval.

255 **Water Safety Education (1:0:3).** Focuses on personal and community water safety; prevention of water accidents; water emergency responses; and stroke refinement. Includes the American Red Cross Introduction to Health Services Education (IHSE). Pr. 254 or approval of instructor, swim continuously for 5 minutes using front crawl, sidestroke, elementary backstroke, and breaststroke.

256 **Advanced Swimming (1:0:3).** Refinement of the nine Red Cross swimming strokes, diving, synchronized and competitive swimming skills. Pr. 254 or instructor's approval.

257 **Synchronized Swimming (1:0:3).** Basic skills in synchronized swimming, individual and group stroking and floating patterns, and opportunity to create routines performed to musical accompaniment. Pr. 252 or instructor's approval.

258 **Advanced Lifesaving and Lifeguarding (2:1:2).** Skills, knowledge, and techniques of lifesaving and lifeguarding. Certification in Advanced Lifesaving, CPR and Pool Lifeguarding are possible. Pr. ability to swim 500 yards using front crawl, sidestroke, breaststroke, and backstroke; perform a standing front dive in reasonably good form; surface dive to a depth of 8 feet and swim 20 feet under water; tread water for 1 minute.

259 **Water Safety Instructor (3:2:2).** Development of knowledge and skill to teach and to certify others in the American Red Cross Programs of swimming and elementary rescue skills. Pr. 17 yrs. old; ESS 255 and 256 or equivalent or Introduction to Health Services Education; and, either Lifeguard Training or Emergency Water Safety Certificate.

260 **Water Polo (1:0:3).** Combination of the strategies of soccer and basketball with swimming endurance and skills unique to water polo. Pr. 254 or instructor's approval.

261 **Springboard Diving (1:0:3).** Personal skills, rules, judging, scoring, coaching, and training techniques, and relevant mechanical principles for 1 meter and 3 meter springboard diving. Pr. 151 or equivalent or permission of instructor.

262 **Safety Training for Swim Coaches (1:0:3).** Identify any potential aquatic facility safety hazards, recognize and rescue swimmers in distress and/or drowning situation, improve competitive skills and observe for specific medical conditions pertaining to competitive swimming. Pr. competitive swimming, swimming coach experience, 254 or equivalent.

263 **Skin and SCUBA Diving (2:1:2).** Skills, knowledge, and techniques of skin and SCUBA diving in preparation for diver certification. Course

does not include final certification. Fee for equipment rental. Pr. 254 or equivalent or permission of instructor.

264 **Advanced SCUBA Diving (2:1:2).** Advanced skills of SCUBA diving gained through lecture material and open water dives at off-campus locations. Successful completion of course leads to advanced certification. Fee for equipment rental.

268 **Canoeing (1:0:3).** Introduction to basic canoeing skills. Course taught at Piney Lake and day and overnight camping/canoe trips to other sites. Fee: approximately $20 for field trips. Pr. ability to swim for 15 minutes without aid.

269 **Sailing (1:0:3).** Introduction to basic sailing competencies; fundamental racing strategy; taught at Piney Lake and field trips to other lake facilities. Pr. ability to swim for 15 minutes without aid. Fee: approximately $20 for field trips.

270 **Intermediate Fencing (1:0:3).** Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing. Pr. 170 or instructor's approval.

271 **Intermediate Badminton (1:0:3).** Refinement of beginning skills; emphasis on advanced skills and strategies. Pr. 171 or instructor's approval.

272 **Taekwondo (1:0:3).** Acquisition and development of the basic techniques and knowledge of taekwondo. Presented in the culturally correct form.

273 **Intermediate Racquetball (1:0:3).** Intermediate skills and advanced strategy of racquetball developed through practice and game situations. Pr. 173 or permission of instructor.

275 **Intermediate Tennis (1:0:3).** Continuation of various tennis strokes with practice in singles and doubles strategies. Pr. 175 or instructor's approval.

276 **Advanced Tennis (1:0:3).** Designed for student who can perform the various tennis strokes with consistency and accuracy. Emphasis on game strategies. Pr. 275 or instructor's approval.

277 **Advanced Golf (1:0:3).** Advanced physical and mental skills will be learned, practiced and implemented. Approximately one-third of the course will include playing at a local golf course. Pr. 127, 227, or consent of instructor. Fee approximately $20.00.

280 **Research and Evaluation in Physical Education and Sport (3:2:2).** Surveys the scope of literature and sources of knowledge in physical education and sport science. Measurement, evaluation, and research methods applied to selected problems of professional practice. Pr. sophomore standing.

285 **Motor Development (3:3).** Lifespan analysis of motor skill development as a function of chronological age.

288 **Motor Learning and Control (3:3).** Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance. Pr. 285 recommended.

290 **Aesthetics of Sport (2:2:1).** Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic.

299 **Physical Conditioning - Core Program (1:0:3).** Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of a personal conditioning program. ESS majors only. Students may not take both 120 and 299 for credit.

301 **Advanced Sport Technique (1:0:3).** Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course. May be taken once for each sport studied. Pr. intermediate course(s) in the sport(s) selected and permission of Physical Education Department Head.

310 **Process of Skill Acquisition (1:0:3).** Development of basic skills and strategies in two novel activities. Emphasis on the integration of theoretical knowledge with applied experience in skill acquisition. Pr. at least four of the following: 280, 285, 288, 330, 351, 375, 376, 388. ESS majors only.

330 **Sociocultural Analyses of Sports and Exercise (3:3).** Analyses of sports and exercise in sociocultural contexts. Topics include professional sports, intercollegiate sports, youth sports, violence in sports, gender and sports, ethnicity and sports, and media and sports. *[SB, CSB]*

341 **Teaching Elementary School Physical Education I (3:3).** Introduction to teaching physical education in grades K-6. Designed especially for the preservice classroom teacher. May include some field experiences. Pr. junior or senior standing or permission of instructor.

351 **History and Philosophy of Sport and Physical Education (3:3).** Study of significant people, events and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.

352 **Philosophy of Sport (3:3).** Overview of philosophical concerns related to study of sport and sport experiences, examined with use of current sport philosophy literature.

354 **Curriculum and Teaching: Children's Physical Education (3:1:6).** Planning and organizing for teaching and observation of movement in children's physical education. Special emphasis will be on philosophy, curriculum development, and selection of appropriate content for elementary students. Pr. 215, 216, or permission of instructor.

358 **Aquatic Facilities Management (3:3).** Design, programming, personnel practices, maintenance, operating procedures, public relations, and record keeping as they apply to management and administration of camp waterfronts, pools, and beaches. Pr. 259 or equivalent or permission of instructor.

375 **Physiology of Sport and Physical Activity (3:2:3).** Study of the factors affecting physiological function of the body as related to physical performance. Laboratory physiological evaluation experience included. Pr. BIO 271 and 277 or permission of the instructor.

376 **Biomechanics of Sport and Physical Activity (3:2:3).** Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills. Pr. BIO 271 or consent of instructor; one course in calculus or algebra reccommended.

381 **Physical Education for Individuals with Special Needs (3:3).** Survey of all aspects of developmental, adapted, and corrective physical education for handicapped populations of children and adults. Field experiences may be required.

383 **Instruction of Swimming for the Handicapped (3:2:2).** Methods and practice experience in teaching swimming to handicapped persons. Handicapping conditions and how these affect the teaching and learning of swimming. Liability insurance coverage required (available in class). Pr. 259 or equivalent or permission of instructor.

388 **Psychology of Sport and Exercise (3:3).** An examination of the psychological theories and research related to sport and exercise behavior. Pr. PSY 221.

390 **Prevention and Care of Athletic Injuries (2:1:2).** Designed to provide knowledge and skills to aid in prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs. Supplies cost approximately $12.

454 **Curriculum and Teaching: Secondary School Physical Education (3:1:6).** Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content. Pr. 213, 214 or permission of instructor.

*461-462 **Student Teaching and Seminar in Physical Education (6)-(6).** Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars. Admission by application only. Grade: Pass/Not Pass. Pr. program requirements leading to student teaching. Methods courses (ESS 354 and 454) must be taken at UNCG.

*464 **Administration of Physical Education and Athletics (3:3).** Administrative considerations of conducting modern physical education and/or athletic programs in secondary schools and colleges. Pr. senior standing.

474 **History of American Sport (3:3).** Examination of the development and significance of sport in American society.

475 **Independent Study (1 to 3).** Intensive work in area of special interest in physical education. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator. Pr. demonstrated competency for independent work

**Block courses in professional semester for teacher education majors.*

and consent of academic adviser, instructor, and undergraduate program coordinator.

476 **Problems Seminar (2:2).** Current problems in field of physical education. Opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be approved by instructor.

477 **Coaching Practicum in a Selected Sport (3:6).** Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities provided at public school and university levels. Open only to upper division students seeking coaching minor. Pr. HEA 236/338, demonstrated knowledge/skill in sport selected.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

520 **Exercise Psychology (3:3).** An examination of the effects of exercise on various factors (e.g., stress, mood) and the effects of psychological variables (e.g., biofeedback, motivation) on exercise. Pr. one sport psychology course and one exercise physiology course or permission of instructor.

530 **Play, Games, and Sport (3:3).** Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

531 **Issues in Competitive Sports for Children and Youth (3:3).** In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved. Pr. Permission of instructor.

532 **Women in Sport and Physical Activity (3:3).** Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives. Pr. Junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor.

535 **Exercise Science/Fitness Internship (3:0:8).** Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance. Permission of instructor required. Pr. 575 and 568 or instructor's approval.

545 **Psychology of Coaching (3:3).** Overview of sport psychology principles applied to the teaching and coaching of sport activities. Pr. PSY 221 or permission of instructor.

550 **Sports Clinic (1).** Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

551 **Teaching Motor Skills to Preschool Children (3:2:3).** Strategies and techniques to enhance motor skill development of children ages 2-5 in the home, on the playground, and in the the classroom. Field work with children emphasized. Pr. one of the following: HDF 302, 552 (for undergraduates); CUI 698, ESS 648 (for graduates); or permission of instructor.

563 **Development of Physical Education in the Western World (3:3).** Historical overview of development of physical education in Western Civilization from classical times to the present age.

564 **History of American Physical Education (3:3).** Study of development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.

567 **Measurement and Evaluation in Physical Education (3:3).** Survey of tests and application of measurement in physical education. Elementary testing procedures.

568 **Health/Fitness: Assessment and Prescription (3:2:3).** Scientific principles of exercise emphasizing design of safe, appropriate, individualized exercise programs for all ages; foundation for future ACSM certification as a health/fitness instructor. Emphasizes health-related physical fitness. Pr. BIO 271, 277, or permission of instructor; ESS 375, 575 recommended; CPR certification completed or in progress.

569 **Exercise Instruction (3:3)** An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels. Pr. 375 or 575, or permission of instructor.

570 **Development and Implementation of Fitness Programs (3:3).** Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs. Pr. 568 or permission of instructor.

571 **Physical Education for Individuals with Special Needs (Advanced) (3:3).** Advanced study of physical education for mentally and physically disabled persons. Clinical experience is provided. Pr. 381 or permission of instructor.

575 **Physiology of Exercise (3:3).** An in-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise. Pr. 375, BIO 271, 277, or permission of instructor.

576 **Nutrition and Physical Fitness (3;3).** Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. Pr. BIO 277 and FNS 213 or equivalent required. ESS 375 or 575 recommended. (Same as FNS 576.)

578 **Needs Assessment of Handicapped Persons in Physical Education (3:3).** Determination of gross motor and perceptual/gross motor performance needs of handicapped persons. Analysis of published and teacher-made instruments. Construction of new tests for physical education for handicapped persons. Pr. permission of instructor.

579 **Exercise and Older Adults (3:3).** Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults. Pr. junior admission only by permission of instructor.

595 **Exercise Science/Fitness Internship (6:2:16).** A supervised field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance. Grade: S/U. Pr. 375, 568, 569 and/or permission of instructor.

For Graduate Students Only

606 **Workshops in Physical Education (1 to 3).**

609 **Critical Analysis of Professional Literature in Physical Education (3:3).**

610 **Statistics for Research in Health, Physical Education, and Recreation (3:3).**

611 **Research in Physical Education I: Concepts of Inquiry (3:3).**

612 **Research in Physical Education II: Design and Analysis (3:3).**

613 **The Meaning and Significance of Physical Education (3:3).**

617 **Current Theories and Practices of Teaching Sports (3:3).**

630 **Interpretive Processes of Sport (3:3).**

631 **Sport in Contemporary Life (3:3).**

643 **Mechanical Analysis of Motor Skills (3:3).**

644 **Psychological Aspects of Sports (3:3).**

646 **Theoretical Considerations of Physical Education for Children (3:3).**

647 **Motor Development and Human Movement (3:3).**

648 **Learning and Performance of Physical Skills (3:3).**

649 **Seminar in Physical Education (3:3).**

650 **Scientific Factors Affecting Human Performance (3:3).**

652 **Curriculum Development in Physical Education (3:3).**

654 **Seminar in Curriculum Development in Physical Education (3:3).**

655 **Analysis of Teaching Behavior (3:3).**

656 **Psycho-Social Aspects of Teaching Physical Education and Sport (3:3).**

661 **Movement Theory (3:3).**

663 **Supervision of Physical Education (3:3).**

668 **Clinical Exercise Assessment and Prescription (3:3).**

672 **Measurement Theory Applied to Physical Education (3:3).**

675 **Applied Human Work Physiology (3:3).**

676 **Problems Seminar (3:3).**

677 **Muscular Aspects of Exercise Physiology (3:3).**

678 **Cardiovascular Aspects of Exercise Physiology (3:3).**

679 **Exercise and Older Adults: Advanced (3:3).**

694 **Internship in Sport and Physical Education (3 or 6).**

695 **Independent Study (1 to 3).**

696 Laboratory Technology in Exercise Science (1:0:3) or (2:0:6).

697 Field Practicum in Exercise and Sport Science (3 to 6).

698 Field Project in Exercise and Sport Science (6).

699 Thesis (6).

700 Special Topics in Physical Education (3).

701 Research Topics in Exercise and Sport (3:3).

713 Research in Physical Education III: Advanced Seminar (3:3).

733 Practicum in Supervision of Physical Education (1-3).

744 Seminar: Research in Applied Sport Psychology (3:3).

745 Seminar: Social Psychology and Sport (3:3).

754 Applied Sport Psychology Issues and Practice (3:3).

760 Practicum in Applied Sport Psychology (1-3).

799 Dissertation (12).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Leisure Studies

420-J Health and Human Performance Building

Stephen C. Anderson, Professor and Head of Department

Professor Sellers; Assistant Professor Bedini; Lecturers Gibson, Hamilton

Leisure Studies Major (Bachelor of Science)

Required: 122 semester hours

The Leisure Studies major prepares students to pursue graduate study or to assume career opportunities in leisure services management, therapeutic recreation, commercial recreation, and aspects of the travel and tourism industry. The Department is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program is accredited by the National Recreation and Park Association's Council on Accreditation.

Concentrations

- Leisure Services Management
- Therapeutic Recreation
- Travel, Tourism, and Commercial Recreation

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for each concentration are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** STA 108	3
6.	Natural Science (NS) **Therapeutic Recreation concentration** must complete: BIO 111	6 (or 7)
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** ENG 102 or 301	6
9.	Social and Behavioral Sciences (SB) **Leisure Services Management** concentration: SOC 211 and one other course from SB area **Therapeutic Recreation** concentration: Any two courses from SB area **Travel, Tourism, and Commercial Recreation** concentration: ECO 201 and one other course from SB area	6
10.	World Literature (WL)	3
11.	AULER Electives COM 105, 231, or 341; and one other course from any area listed above	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

For all three concentrations:

1. LES 111, 212, 213, 314, 315, 416, 417, 418, 511
2. For both LES 315 and 417 an overall GPA of 2.0 is required prior to registration for the courses.

NOTE: Both field work experiences are normally offered only during the summer sessions; therefore, students should plan accordingly.

Leisure Services Management Concentration

1. LES 241, 324, 342, 343, 545
2. Related areas:
   Select two of the following: PSC 210, 310, 312, 313, 323, 324, 516, or 520
   Select one of the following: GEO 205, 301, 302, or 502
   Select one of the follwoing: SOC 222, 326, 331, 343, or 543
   Select one of the following: MGT 200, 312, 320, or 330

Therapeutic Recreation Concentration

1. LES 231, 332, 533
2. Related areas: BIO 271, 277; ESS 381; PSY 341
3. Select two of the following: BIO 479; CED 310; COM 135; GRO 301; HDF 302; HEA 369; PSY 450

Travel, Tourism, and Commercial Recreation Concentration

1. LES 221, 324, 342, 425, 526
2. Related areas: MGT 200, 320
   Select two of the following: MGT 307, 312, MGT/PSY 314, 330, 421, 424
   Select one of the following: ACC 201; ECO 202, 336; FIN 340; ISM 234
   Select one of the following: GEO 105, 205, 302, GEO/LES 401

Electives

Sufficient to complete 122 total semester hours required for degree.

Leisure Studies Minor

This minor complements a number of majors, including biology, business administration, child development, geography, history, exercise and sport science, political science, public health education, psychology and social work. Fifteen semester hours are required, including LES 101 or 111, 212 or 213, 416 or equivalent, and 6-9 hours from department concentration courses. LES 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Leisure Studies, 420-J HHP Building.

Leisure Studies Courses (LES)

For Undergraduates

101 Leisure in Modern Society (3:3). Survey of philosophical dimensions of leisure; exploration of leisure service delivery systems; evolution of leisure life-styles and need for educating for leisure-oriented living. For students not majoring in Leisure Studies. May not take both 101 and 111.

111 Leisure Studies (3:3). Survey of historical and philosophical foundations of leisure studies; examination of agencies providing leisure services, professional organizations and career opportunities. May not take both 111 and 101.

202 Environmental Education (3:3). Historical and philosophical foundations of environmental

education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.

203 Leisure Services Planning Laboratory (2:1:2). Basic concepts and principles of leisure services planning are applied to produce design solutions to various planning problems in leisure service settings. Pr. 342.

212 Leadership in Leisure Services (3:3). Analysis of techniques, principles, and practices of leadership in leisure services; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.

213 Leisure Services Programming (3:3). General principles of leisure services programming; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation. Pr. 212 or consent of instructor.

221 Travel and Tourism (3:3). Tourism and recreational travel including its origins, present characteristics, and societal impacts; implications of non-business travel in the United States and emerging importance of international travel.

231 Introduction to Therapeutic Recreation (4:4). Survey of key concepts, theoretical underpinnings, and procedures in clinical and community situations. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms.

241 Introduction to Leisure Services (3:3). History and development of leisure services; examination of public agencies providing leisure services. Emphasis on types of programs and services offered in relationship to the leisure market.

304 Outdoor Challenge/Adventure Education Programs (3:3). Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

314 Special Recreation (3:3). Examination of structure and functions of various community organizations and agencies providing recreation to people with disabilities. Analysis of various approaches and techniques of promoting recreation.

315 Practicum in Leisure Services (3 to 6). Directed practicum experience in a leisure services agency under supervision of a faculty advisor and an agency supervisor. Opportunities provide for student to develop knowledge, values, and beginning practice skills appropriate for entry-level practice in leisure services agencies. May be repeated once for credit for maximum of six semester hours. Pr. 111, 212, 213, 221 or 231, or 241.

324 Commercial Recreation (3:3). Study of nature and function of recreation in commercial agencies and settings. Survey of the development and operation of commercial goods and services offered in the leisure market.

332 Program Design and Evaluation in Therapeutic Recreation (3:3). Focus on skills for systematic design and evaluation of programs using various systems techniques, including activity and task analysis procedures and summative and formative evaluation procedures. Pr. 111, 231, or consent of instructor.

342 Leisure Services Planning (3:2:2). Examination of the basic procedures involved in the planning process; basic considerations in leisure services planning; analysis of the methods and techniques of site evaluation and design. (Formerly LES 222)

343 Maintenance and Operations in Leisure Services (3:3). Principles and practices of maintenance management; operational policies and procedures in leisure services agencies. Pr. 111, 342 or permission of instructor. (Formerly LES 323)

401 Development of Tourism (3:3). Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. (Same as GEO 401.)

405 Problems Seminar (3:3). Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on society studied. May be repeated once for credit. Pr. course work in appropriate content area and/or consent of instructor.

406 **Leisure Resources Policy (3:3).** Concepts, principles, and practices in leisure resources policy; methods and techniques of determining land and facility policy; quantitative and qualitative resource evaluation. Pr. 111.

407 **Leisure Services Communication (3:3).** Communication process as it relates to leisure services agencies. Emphasis on communication skills and interpretive techniques. Evaluation of information media and problem resolution. Pr. 111.

416 **Leisure Services Administration (3:3).** Study of principles and practices of administration. Basic procedures in leisure services administration, with particular emphasis on finance and budgeting; personnel policies and practices; publicity and public relations; and planning, evaluation, and research. Pr. 111 or consent of instructor.

417 **Internship in Leisure Services (6).** Provides student with opportunity to relate theory to practice through observation and experience. Student, in a ten-week program, assigned on an individualized basis to approved public, private, and commercial agencies. Internship consists of a full-time placement for total of 400 clock hours. Pr. senior standing, and 2.0 GPA achieved prior to registration; 18 semester hours in LES and permission from LES Department Head required.

418 **Research in Leisure Studies (3:3).** Analysis of research methods in leisure studies will include problem identification, literature review, data collection methods and analysis, and proposal writing. Pr. 111, STA 108 or consent of instructor.

425 **Resort Management (3:3).** Examination of the resort industry. Considers development and operations, with an emphasis on the management of resort properties. Pr. 111, 221.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

511 **Advanced Concepts in Leisure Studies (3:3).** Theories, concepts and current research which influence the study of leisure behavior and the delivery of leisure services. Pr. Senior standing in Leisure Studies, graduate standing, or permission of the instructor.

519 **Directed Research (3:3).** Identification and investigation of research questions in leisure studies. Opportunity for students to conduct research with direction from scholars in the field. Pr. 418 or permission of department head.

526 **Tourism Management (3:3).** Study of concepts, principles, and practices of tourism management. Emphasis given to the application of management and marketing in the tourism industry. Pr. 221, 324 or consent of instructor.

533 **Trends and Issues in Therapeutic Recreation (3:3).** Study of trends and issues in therapeutic recreation; examination of current controversial issues and selected facilitation techniques; interdisciplinary team practice; supervisory functions, and assessment procedures. Pr. 315, 332, or consent of instructor.

545 **Financing Leisure Services (3:3).** Financial methods and techniques used to develop and operate leisure services. Emphasis given to new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities. Pr. 416 or equivalent or permission of instructor.

589 **Experimental Course (3:3).** Specific course title identified by subscript, e. g., Experimental Course: Leisure and Aging.

For Graduate Students Only

612 **Research Applications in Leisure Studies (3:3).**

613 **Managing Leisure Service Delivery Systems (3:3).**

627 **Conceptual Foundations of Travel and Tourism (3:3).**

634 **Advanced Procedures in Therapeutic Recreation (3:3).**

697 **Internship in Leisure Services (3-6).**

698 **Field Project in Leisure Services (3-6).**

699 **Thesis (6).**

Department of Public Health Education

437 Health and Human Performance Building

Keith A. Howell, Professor and Head of Department

Professor Gruchow; Associate Professors Bibeau, King, Lawrance, McLeroy, Mullen; Lecturers Carr, Durward, Egan, Essick; Adjunct Lecturer Enright

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Public Health Education, with concentrations available in Community Health Education and School Health Education. Both concentrations provide field experiences in public and private agencies as a part of the professional studies program. Graduates have found career paths open to them in community health departments, schools, and various health and human services agencies. The student who wishes to declare a Health Education major should consult with the Department Undergraduate Program Director, to be assigned an advisor and receive information about required course schedules and sequences.

Health Education Major (Bachelor of Science)

Required: Community Health Education Concentration — 124 semester hours
School Health Education Concentration — 125 to 128 semester hours (depending on Second Area of Concentration)

Concentrations

- **Community Health Education**

  Students in this concentration are prepared to design and implement health promotion programs in the community. Graduates have found careers in national, state, and local health agencies, health and human services organizations, and business and industry.

- **School Health Education**

  Students in this concentration are prepared for teaching grades K-12 in public and private schools, and school-related positions with selected community agencies. Admission into the UNCG Teacher Education program is required.

Second Area of Concentration (School Concentration)

All students majoring in Health Education (School concentration) are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in Fall 1989 or later as freshmen are subject to this requirement.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours.

Admission to Senior Practicum Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements (HEA 340 and 345)
3. At least 2.2 grade point average (overall)
4. At least 2.5 grade point average in all Health courses

Admission to Student Teaching Courses (HEA 461, 462)

1. Admission to Teacher Education Program
2. Completion of all Teacher Education requirements
3. Minimum 2.5 grade point average (overall)
4. Minimum 2.5 grade point average in all Health courses

• Community Health Education Concentration (124 semester hours)

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111 and one other NS course	7
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, **and** one other RD course	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221, SOC 211	6
10.	World Literature (WL)	3
11.	AULER Electives **Required:** COM 341 **and** one additional course from any AULER area	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Health Education Requirements (43 semester hours)

HEA 201, 310, 315, 320, 327, 340, 345, 360, 369, 380, 405, 425, 428, 467

Related Area Requirements (14 semester hours)

1. BIO 277, SOC 232 or PSY 347
2. Two of the following from different departments: BIO 280; HEA 333, 347; PSC 210, 223; PSY elective

Free Electives (22 semester hours)

Sufficient to complete total semester hours required for degree and concentration chosen.

• School Health Education Concentration (128 semester hours)

Health Education Requirements (34 semster hours)

HEA 201, 320, 327, 338, 341, 342, 345, 360, 369, 380, 425, 467

Student Teaching Requirements (12 semester hours)

HEA 461, 462, 463, 464

Certification Requirements (10-11 semester hours)

CUI 450, and 470 or 517; ELC 381

Liberal Education, Second Major, and Related Area Requirements

• *For the Biology Second Major:*

All-University Liberal Education Requirements (AULER) (47 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) **Required:** BIO 111 and 112	8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** one other RD course	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221, SOC 211	6
10.	World Literature (WL)	3
11.	AULER Electives **Required:** FNS 213, COM 341	6

* AULER courses included in "Second Major"

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (10 semester hours)

1. BIO 277**
2. Two of the following from different departments: HDF 212; HEA 310, 347; PSC 210, 323; SOC 232 or PSY 347

** Contributes to "Second Major" requirement

Additional "Second Major" Requirements (12-14 semester hours)

1. BIO 271 or 280, 301, and 392
2. One of the following: BIO 322, 341, 354, 355, or 370

• *For the History Second Major:*

All-University Liberal Education Requirements (AULER) (46 semester hours)

Same as for Biology Second Major with exceptions noted below:

	Semester Hours
For Analytic and Evaluative Studies (AE) **Required:** HIS 311*	3
For Natural Science (NS) BIO 111 and one other NS course	7

* AULER courses included in "Second Major"

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

1. BIO 277
2. One of the following: HDF 212; HEA 310, 347; PSC 210, 323; SOC 232; PSY 347

Additional "Second Major" Requirements (18 semester hours)

1. The History Department divides its undergraduate offerings into three groups: Western Europe, United States, and the Wider World. A student must take at least 6 semester hours from each of these three groups.
2. Six hours of HIS courses at the 200 level
3. Six hours of HIS courses at the 300 level
4. Six hours of HIS courses at the 500 level

- *For the Psychology Second Major:*

All-University Liberal Education Requirements (AULER) (47 semester hours)

Same as for Biology Second Major with exception noted below:

	Semester Hours
For Social and Behavioral Sciences (SB)	6

Required: PSY 221* or 223* **and** PSY 341* or 345*

* AULER courses included in "Second Major"

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (10 semester hours)

1. BIO 277, PSY 310**
2. One of the following: HDF 212; HEA 310, 333, 347; PSC 210, 323.

** Contributes to "Second Major" requirement

Additional "Second Major" Requirements (15 semester hours)

1. PSY 326 or 342 or 347
2. PSY 450 or 453
3. PSY 452 or 454
4. PSY 425 or 449 or 451
5. PSY 515

- *For the Sociology Second Major:*

All-University Liberal Education Requirements (AULER) (47 semester hours)

Same as for Biology Second Major with exception noted below:

	Semester Hours
For Social and Behavioral Sciences (SB)	6

Required: SOC 211, 232*

* AULER courses included in "Second Major"

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (7 semester hours)

1. BIO 277
2. One of the following: HEA 310, 347; HDF 212; PSC 210, 323; PSY 221

Additional "Second Major" Requirements (18 semester hours)

1. SOC 314, 318, 320, 450 and 339 or 361
2. One of the following: SOC 336 or 337

MINOR IN HEALTH STUDIES

1. HEA 201; FNS 213; ESS 220; nine additional hours of health courses above the 200 level
2. Grade of C or better in courses counted toward minor
3. At least 2.2 grade point average
4. Completion of at least 12 semester hours at UNCG and a minimum grade point average of 2.2 at time of registration for the minor

NOTE: Not more than three courses (including those enrolled in during the semester of registration) may be accepted into the minor at the time of program registration. Students interested in the minor should contact the Department of Public Health Education.

PUBLIC HEALTH EDUCATION COURSES (HEA)

For Undergraduates

201 **Health: A Personal Look (3:3).** Study of health needs and problems designed to foster understandings and attitudes needed for intelligent decision making related to present and future health behaviors. Fulfills teacher certification requirements. Elective for all others.

236 **First Aid (1:1).** American Red Cross Standard First Aid Course leading to certification for those who qualify. Students may not take both 236 and 338 for credit.

310 **Emotional Health (3:3).** Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

315 **Epidemiology and Disease Processes (3:3).** Study of the distribution and determinants of disease occurrence with emphasis on application to health education. Pr. Sophomore standing, HEA 201 or permission of instructor. (SP)

320 **The School Health Program (3:3).** Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth. Pr. 327 or 334 or permission of instructor. (SP)

327 **Foundations for Community Health Education Practices (3:3).** Orientation to community health and principles governing it. Special emphasis on role of community health educator and his responsibilities with regard to total community health framework. Pr. 201 and enrollment in health education major or permission of instructor. (FA)

330 **Family Health (3:3).** Factors contributing to health of the family at various stages in the life cycle, with emphasis on selected health problems as they affect family health maintenance and promotion. Pr. 201 or permission of instructor. Elective for sophomores, juniors, and seniors.

331 **Alcohol and Health (3:3).** Analysis of alcohol use, effects, associated disorders, and preventive approaches. Emphasis upon physiological and psycho-social considerations. Exploration of behaviors, knowledge, and attitudes related to alcohol use/non-use/abuse.

333 **Health of Women (3:3).** Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Same as NUR 330)

334 **Community Health (3:3).** Overview of complex social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment. Pr. sophomore standing.

338 **Safety and First Aid (3:3).** Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included. Students may not take both 236 and 338 for credit.

340 **Observation and Participation in Community Health Agencies (2:2).** Observation of modern community health practice in local health agencies. With cooperation of health agency staff members, student receives practical experience through participation in selected agency activities. Pr. Community Health Education Major or permission of instructor. (FA)

341 **Elementary School Health (3:3).** Health content relevant to college students followed by analysis of such content to derive information appropriate for elementary children. Includes methodologies for conduct of elementary school health program. Pr. Health Education Major or acceptance into Teacher Education Program.

342 **Observation and Participation in School Health Education (2:2).** Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels. Pr. School Health Education Major, or permission of instructor. (FA)

345 **Field Experiences in Health Education (2:1:3).** Observing and assisting in health education programs in selected agencies and schools. Development of observational and teaching skills. Health education majors only. Pr. 340 or 342, 380 and admission to professional program. (FA)

347 **Health Problems of Lower Income Groups (3:3).** Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions. Pr. sophomore standing.

360 **Human Sexuality (3:3).** Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions. *[SB, CSB].*

361 **Sexuality Education: Content and Methods (3:3:1).** Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities. Pr. 360 and permission of instructor.

369 **Lifetime Health Concerns (3:3).** Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence. Pr. sophomore standing.

380 **Social and Philosophical Foundations of Health Education (3:3).** Social and philosophical foundations of school and community health education programs in society from the perspective of historical development and current and future roles. Pr. sophomore standing, HEA 201, or permission of instructor. (FA)

405 **Program Planning and Evaluation (3:3).** Process of implementing specific health programs in the community. Total program development emphasized with attention given to defining community problems, overcoming community resistance, selecting appropriate educational methods, and conducting evaluation activities. Pr. 327, 340, and 380. (SP)

425 **Evaluation in Health Education (3:3).** Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior, and programs. Pr. admission to professional program, or permission of instructor. (FA)

428 **Community Health Field Work (3 to 6).** Experience in community health agency using techniques and practices of health educators under supervision of University and agency personnel. Designed for seniors in Community Health Education and other qualified students with permission of instructor. May be repeated for credit to a maximum of six hours. Grade: Pass/Not Pass. Pr. 340, 345; admission to professional program; overall 2.2 GPA; GPA of 2.5 in HEA. (SP)

450 **Current Health Problems (3:3).** Examination of selected health problems including cardiovascular diseases, cancer, death and dying, and others that are of current pertinence. Nature of the problems themselves as well as the impact on society.

461, 462 Student Teaching in Health Education (4), (4). Full-time teaching of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. Grade: Pass/Not Pass. Pr. admission to Teacher Education Program; completion of all prerequisite teacher certification requirements; overall 2.5 GPA and GPA of 2.5 in HEA. (SP)

463 Seminar in School Health Education (2:2). Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. Coreq. 461, 462. (SP)

464 Administration of the School Health Program (2:2). Administration of the school health program, with particular emphasis on program planning, implementation, and school-community relations. Coreq. 461, 462. (SP)

465 Elementary School Health Education (2:2). Integration and application of principles from general education and secondary health education for grades K-6. Emphasis on content selection and teaching methodology appropriate to elementary school.

467 Teaching Methods in Health (3:3). Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials. Pr. admission to professional program. (FA)

475 Independent Study (1 to 3). Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor. May be repeated once for credit. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

For Advanced Undergraduates and Graduate Students

540 Seminar in Health (3:3). Current problems, issues, and trends in health education and health sciences, with emphasis on analysis of research and literature. Pr. 320, 380, and senior standing in health education or permission of instructor.

For Graduate Students Only

600 Contemporary Problems in Health (3:3).

601 Principles of Health Promotion and Disease Prevention (3:3).

602 Epidemiology (3:3).

603 Community Health Education (3:3).

605 Program Planning in Community Health Education (3:3).

606 Workshops in Health Education (1 to 3).

620 School Health Programs (3:3).

625 Health Program Evaluation (3:3).

635 Health Education in the Community and School (3:3).

650 Field Experience in Community Health Education (3).

660 Human Sexual Relationships (3:3).

676 Problems Seminar (3).

695 Independent Study (1 to 3).

697 Community Health Field Project (3).

698 School Health Field Project (3).

699 Thesis (3).

800 Graduate Registration (0).

801 Graduate Registration (0).

School of Human Environmental Sciences

101 Park Building

Helen A. Shaw, Professor and Acting Dean
Edward A. Powers, Professor and Associate Dean
Linda B. Parker, Assistant to the Dean

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on human beings in multiple environmental contexts.

Students receive a broad-based liberal education that includes University requirements and School requirements along with the courses required for their particular majors. The uniqueness of our programs lies in their ability to utilize basic principles from many disciplines to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The six majors offered are:

Clothing and Textiles
Food, Nutrition, and Food Service Management
Housing and Interior Design
Human Development and Family Studies
Social Work

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, and the Environmental Research Facility.

Department of Clothing and Textiles

210 Stone Building

Betty L. Feather, Professor and Chair of Department

Professors Kim, Oakland; Associate Professors Cassill, Grasso; Assistant Professor Manley; Lecturers Gibson, May-Plumlee; Adjunct Associate Professors McEnally, Williamson

The Clothing and Textiles program offers two concentrations for majors and minors: Textile Products Marketing and Textile Products Design. These concentrations prepare students for positions with companies who focus on the development, design or marketing strategies in the soft goods chain or textile related industries.

During the first two years of study, students will complete a majority of their general education requirements and begin introductory textile, design, and marketing courses. Since many students frequently change majors early in their academic careers, the majority of textiles and clothing courses are offered during the junior and senior years.

Students begin in-depth study in either Textile Products Design or Textile Products Marketing in their junior year. Design students take supporting courses in the Art Department, preferably during their sophomore and junior years. Marketing students complete sufficient courses (21 hours) in the Bryan School of Business and Economics to complete a minor in Business.

Internship experiences are completed between a student's junior and senior years. Students prepare for this opportunity by completing a pre-internship class. Internships are structured and supervised to ensure that students have a quality experience. Because of the proximity to North Carolina's textile and apparel industry, the majority of students have experiences within the state.

International exposure is built into the total curriculum beginning in the freshman year with a non-western course, "Culture, Human Behavior and Clothing", and continues throughout the program. Study of foreign languages is encouraged and international study experiences are possible.

Clothing and Textiles Major (Bachelor of Science)

Required: 122 semester hours

CONCENTRATIONS

- Textile Products Marketing
  Designed to prepare students for careers in textile products marketing such as apparel manufacturing, distribution, and retailing.
- Textile Products Design
  Designed to prepare students for careers in apparel and other textile products design and production.

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) **Required:** ATY 213	3
2.	British or American Literature (BL)	
3.	Fine Arts (FA) **Required:** ART 101	3

4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: MAT 119
6. Natural Science (NS) 7
   Required: CHE 103 or 106; CHE 110; CTX 211
7. Non-Western Studies (NW) 3
   Required: CTX 121
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101 **and** COM 105
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201 **and** SOC 211 or 232, or PSY 221
10. World Literature (WL) 3
11. AULER Electives 6

These requirements are retroactive for students who follow the 1991-92 *Bulletin* and *Bulletins* thereafter. In addition, CTX 211 and CTX 121 are approved to meet Natural Science (NS) and Non-Western Studies (NW) requirements respectively. See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

HES Core Course For All Concentrations

A School core course, focusing on the understanding and application of the ecological perspective of all majors, will be required. This course is currently under development and details were not completed at the time of catalog publication.

CTX Core Courses For All Concentrations

CTX 121, 211, 231, 242, 312, 481

Textile Products Marketing

1. CTX 251, 261, 321, 361, 362, 372, 461, 462, 463, 530, 560
2. Related Areas: ECO 201; MGT 200, 320; ACC 201; ISM 234, 309; and one additional 3-hour course to satisfy the Business minor in the Bryan School of Business and Economics.

Textile Products Design

1. CTX 100 or competency, 244, 321, 341, 342, 372, 441, 461, 462, 530, 543, 545, 552
2. Related Areas: ART 140, and one course from ART 271, 347, 372.; ISM 234, 309

Electives

Electives sufficient to complete total semester hours required for degree.

CLOTHING AND TEXTILES MINOR

Majors in art, history, any major in the Bryan School of Business and Economics, chemistry, or allied fields may elect a minor in Clothing and Textiles by completing 15 semester hours, one course of which must be at the 500 level. There are two areas in the CTX Department from which a student can develop a minor: Textile Products Marketing or Textile Products Design. Required courses (6 hours) for the minor are CTX 211 and 231; Housing and Interior Design students may substitue CTX 111 for CTX 211; the remaining courses can be selected from the following concentrations provided prerequisites are met:

Textile Products Marketing: CTX 251, 261, 361, 362, 372, 463, 530, 532, 560, 562

Textile Products Design: CTX 242, 244, 341, 342, 372, 441, 543, 545, 552

CLOTHING AND TEXTILES COURSES (CTX)

For Undergraduates

100 Apparel Construction Processes I (3:1:6). An introduction to the concepts of shaping, reinforcing, joining, and detailing textile materials in a variety of textile products. Textile Products Design students are required to successfully pass CTX 100 or a competency examination prior to enrolling in CTX 341. For CTX majors only. (SP)

111 Textiles for Interior Furnishings (3:3). Textile fiber, yarn and fabric properties, dyes and finishes relating to quality of interior furnishings. Performance evaluation based on industry standards, end-use requirements and the use environment. (FA)

121 Culture, Human Behavior, and Clothing (3:3). Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-western cultures. *[NW].*

211 Textile Science (3:3). Principles of fiber science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and their characterization; and fundamentals of coloration and finishing. *[NS].*

231 Textile Products: Production, Distribution and Consumption (3:3). Overview of the fiber-textile-apparel retail complex from raw material through consumption; includes scope and structure of the industries, auxiliary enterprises, and career possibilities.

242 Design Principles Applied to Textile Products (3:3). Application of the elements and principles of design to analysis of textile products and solution of design problems. Emphasis on textile product design evaluations through verbal and written communications. Pr. 211.

244 Visual Communication for the Textile Products Industry (3:1:5). Survey of industry methods for communicating design concepts and presenting finished products. Emphasis is on use of media and development of techniques for rendering fabrics and textile product designs. Pr. 242, ART 140. (FA)

251 Principles of Apparel Evaluation (3:3). An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. Pr. 211, 231. (FA)

261 Introduction to Apparel Merchandising (3:3). Survey of apparel business focusing on fashion socio-economics, principles governing fashions' origins and movement, and implications of these factors for apparel merchandisers. Career opportunities investigated.

312 Textile Product Performance (3:2:3). Study of the properties of textile fibers, yarns, and finished fabrics using standard methods of textile evaluation and basic statistics. Pr. 211, CHE 103 or 106, CHE 110.

321 Social Psychology of Dress (3:3). Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity. Pr. SOC 211 or 232.

341 Apparel Design Techniques (3:1:5). Development of apparel designs by flat pattern techniques and original design process. Pr. 100, 211, 242. (FA)

342 Advanced Applications of Flat Pattern Drafting Techniques (3:2:3). Flat pattern drafting techniques in development of slopers, master patterns, and original designs as well as theory and practical application of pattern grading and fit. Pr. 341. (SP)

361 Textile Products Buying and Merchandising I (3:3). Investigation of the role and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying. Pr. CTX 231, 261, MAT 119 or permission of instructor.

362 Visual Merchandising and Promotion (3:3). Application of visual merchandising to textile and nontextile products and services, through design principles and physical manipulation. Pr. 242. (FA)

372 Survey of Historic Costume (3:3). Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress. (FA)

400 Special Problems in Clothing and Textiles (1 to 4). Individual study. Conference hours to be arranged.

441 **Computer-Aided Design for Apparel (3:1:6).** A survey of apparel design techniques utilizing computers to facilitate the design process. Emphasis is placed on developing original designs, patterns, and markers. Pr. 100, 242, 341.

461 **Textile Products Industry Analyses (3:3).** Analyses of trends and current developments influencing the textile and apparel industry. Examination of process, content, requirements, and options for self-directed learning opportunities in clothing and textiles. Pr. 12 hours in CTX; application required. (SP)

462 **Internship: Textile Products Design and Marketing (3:3).** Relevant internship experiences for clothing and textiles majors in off-campus organizations; approved plan required prior to internship. Pr. 18 hours in CTX; application required. May not be taken concurrently with CTX 461. (SU)

463 **International Sourcing of Textile Products (3:3).** Examination of textile products sourcing strategies, business and cultural environments, and financial transactions used in calculating business in the international marketplace. Pr. 231. (SP)

481 **Contemporary Professional Issues in Textile Products (3:3).** Study of contemporary issues related to clothing and textiles in their social, economic and political context. Emphasis on understanding cultural differences in the global marketplace. Pr. Senior CTX majors. (SP)

482 **Special Problems in Textile Products Design or Marketing (1 to 4).** Individual study. Conference hours to be arranged.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 **Supervised Professional Experience (1-4:0:3-12).** Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study.

513 **Textile Products Analysis and Standards (3:3).** Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards. Pr. 211, 312. (Alt SP)

521 **Clothing for People with Special Needs (3:3).** Social-psychological factors that affect the design, manufacture, and distribution of clothing products that enhance physically challenged individuals' quality of life. Pr. SOC 211 or 232, PSY 211, CTX 321 or permission of instructor.

530 **Economics of the Textile and Apparel Complex (3:3).** Economics and social aspects of production, distribution and utilization of apparel and textiles. Pr. 321 or graduate standing or permission of instructor.

532 **International Economics of Textile Products (3:3).** Examines theories, concepts and problems related to international trade of textile products. Studies of the impact of international production and trade of textile products on domestic and foreign economies. Pr. 530. (SP)

543 **Apparel Design by Draping (3:2:3).** Principles and methods of apparel design by draping; manipulation of fabric on the three-dimensional body form; emphasis on creative solutions to design problems and the interrelationships between fabric, design, and form. Pr. 341. (FA)

545 **Experimental Product Design (3:1:5).** The interrelationship of factors involved in creative textile product design for the mass market; use of draping, advanced flat pattern techniques and computer applications, cost analysis, and production methods. Pr. 341, 342, 441, 543 or permission of instructor. (SP)

552 **Textile Products Production Management (3:3).** Overview of management issues in textile product production including raw material selection and evaluation, computer integration, equipment selection, planning production, costing, and quality control Traditional and modular manufacturing systems are analyzed. Pr. 211, 231. (SP)

560 **Apparel Marketing (3:3).** An intensive analysis of marketing principles applied to the apparel industry. Pr. 231, MGT 320. (FA)

562 **Apparel Consumer Behavior (3:3).** Study of environmental, individual, and psychological influences on behavior of consumers in the apparel consumption process. Pr. 321, 560, MGT 320 or permission of instructor. (SP)

572 **The Age of Couture (3:3).** History of clothing and fashion from 1850 to the present, with special emphasis on the major designers and their influence. Pr. 372.

582 **Problems in Textile Products Design and Marketing (2 to 6).** Individual study.

For Graduate Students Only

612 **Textile Processing: Dying and Finishing (3:2:3).**

614 **Analysis of Fibers and Fabrication (3:2:2).**

615 **Advanced Textiles and Experimental Methods (3:2:2)**

622 **Social-Psychological Theories Related to Dress (3:3).**

642 **Advanced Experimental Product Design (3:1:6).**

660 **International Textile Products Marketing (3:3).**

662 **Textile Products Consumer Research (3:3).**

672 **Textile Conservation (3:3).**

681 **Directed-Individual Study in Clothing and Textiles (1 to 6).**

682 **Graduate Seminar (1:1).**

683 **Problems in Textile Products Design (1 to 3).**

684 **Problems in Textile Products Marketing (1 to 3).**

685 **Problems in Textiles (1 to 3).**

686 **Readings in Textile Products Design (1 to 3).**

687 **Readings in Textile Products Marketing (1 to 3).**

688 **Readings in Textiles (1 to 3).**

689 **Seminar in Textile Products Design and Marketing (3:3).**

690 **Minor Research (2 to 6).**

699 **Thesis (3 to 6).**

799 **Dissertation (1 to 12).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Department of Food, Nutrition, and Food Service Management

318 Stone Building

Helen A. Shaw, Professor, Chair of Department

Professors Failla, Magee; Associate Professor Taylor; Assistant Professors Green, Loo, Lovelady, McIntosh; Lecturer Harrison; Adjunct Professors Gruchow, Lackey, Longenecker; Adjunct Associate Professors Dignan, Lepri, Sandford; Adjunct Assistant Professors Dunn, Heinrich, McClelland; Adjunct Clinical Instructors Bittikofer, Bolton, Bronner, Brossi-Alphin, Hogan, Kennon, Lindeman, Schofield, Zuzik-Nielsen

Food and Nutrition Major (Bachelor of Science)

Required: 122 semester hours

CONCENTRATIONS

- Restaurant and Institution Management (does not meet the educational requirements for ADA)
- Nutrition Science (does not meet the educational requirements for ADA)
- Dietetics Areas (ADA Didactic Program in Dietetics)

Students electing the Dietetics concentration will meet minimum academic requirements for membership in the American Dietetic Association and will meet academic requirements for a dietetic internship or pre-professional practice program.

All-University Liberal Education Requirements (AULER) (47 semester hours)
For All Concentrations

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** see following information	3
6.	Natural Science (NS) **Required:** BIO 111. See following information	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) **Required:** SOC 201 or 211, **and** PSY 221	6
10.	World Literature (WL)	3
11.	AULER Electives **Required:** see following information	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

• Specific AULER Course Requirements for Restaurant and Institution Management Concentration

Mathematics (MT): MAT 112 or 119

AULER electives, to be taken from the Social and Behavioral Sciences (SB) Area: ECO 201, 202

Natural Science (NS) AULER: May count FNS 213 for remaining NS requirement

• Specific AULER Course Requirements for Nutrition Science Concentration

Mathematics (MT): STA 108 or MAT 119

AULER Electives, to be taken from Natural Science (NS) Area: CHE 111, 114

• Specific AULER Course Requirements for Dietetics Concentration

Mathematics (MT): STA 108

AULER Electives, to be taken from the Natural Science (NS) Area: CHE 103, 104

Major and Related Area Requirements

Core Course for All Concentrations

FNS 523

An additional School core course, focusing on the understanding and application of the ecological perspective of all majors, will also be required. This course is currently under development and details were not completed at the time of catalog publication.

Restaurant and Institution Management Concentration

1. FNS 103, 213, 309, 313, 519, 523, 532, 539, 549, 569
2. Related areas: ACC 201, 202; BIO 280; COM 206 or 207; ECO 370 or MGT 475; ISM 234 or FNS 205; MGT 200, 314

Nutrition Science Concentration

1. FNS 213, 313, 523, 531, 534, 573, 593, 527 (3-6 hrs) plus one FNS course in applied area
2. Related areas: BIO 112, 277, 355, 356, 392; CHE 112, 115, 331, 333, 351, 352, 354; MAT 119; PHY 101, 102; STA 108 or 271

Dietetics Concentration

1. FNS 103, 213, 302, 309, 313, 503, 519, 523, 531 or BIO 535, FNS 532, 573, 593
2. Related areas: BIO 112, 277, 280; CHE 110, 205, 206; ISM 234 or FNS 205; MGT 200

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one-third of electives may be selected from departments in Human Environmental Sciences.

FOOD AND NUTRITION MINOR

Completion of 17-18 hours as follows:

Food Service Management Minor: FNS 103, 213, 309, 519, 532, 549 or 569

Food and Nutrition Minor: FNS 103, 213, and four of the following: 313, 503, 523, 533, 543, 553, 583, 593

FOOD, NUTRITION, FOOD SERVICE MANAGEMENT COURSES (FNS)

For Undergraduates

103 Food Selection and Preparation (3:2:3). Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation. (FA,SP)

205 Computer Applications in Dietetics and Foodservice (2:1:3). Application of computer software used in word processing, data management, nutrient analysis and food service management operations. (FA)

213 Nutrition (3:3). Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. *[NS, CLS].* (FA,SP)

302 Nutrition Science, Education and Application Processes (3:3). Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems. (FA)

309 Quantity Food Procurement and Production (4:2:6). Procurement and production of quantity foods with an emphasis on menu planning, prepreparation, service, sanitation, delivery systems, select, use and care of quantity food equipment. Pr. 103. (FA,SP)

313 Nutrition Throughout the Life Cycle (3:2:3). Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. Pr. 213 or approval of instructor. (SP)

401 Special Problems in Food, Nutrition, Food Service Management (1 to 4). Individual study. Conference hours to be arranged.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12). Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

503 Experimental Food Study (3:2:3). Experimental study of factors regulating the preparation of standard food products. Pr. 103, CHE 205, 206. (FA,SP)

517 Management Problems in Teaching Foods (2:2). Food preparation in relation to use of time, energy, and equipment. On demand. Pr. 103.

519 Food Service Management (3:3). Planning, organization, and administration of institutional food service, personnel, and work units. Pr. MGT 200. (FA)

520 Quantity Food Purchasing (3:3). Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Field trips required. Pr. or concurrent enrollment in 103 or 303.

523 Community Nutrition (3:2:3). Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. Pr. 313, or permission of instructor. (SP)

527 Problems in Food, Nutrition, Food Service Management (2 to 6). Individual study.

531 Nutrition and Human Metabolism (3:3). Structure, function, and regulation of nutrients in human metabolism. Pr. 213, CHE 205, 206. (SP)

532 Analysis and Control of Food Systems (3:2:3). Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. Pr. 309, 519. (SP)

533 Cultural Aspects of Foods (3:3). Food patterns and population groups; malnutrition and food habits; national and international programs toward improved food supply and food habits. Pr. 103, 213 or 313, or consent of instructor.

534 Nutrition and Human Metabolism Laboratory (2:1:3). Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism. Pr. CHE 205, 206, and BIO 535 or FNS 531 (may be taken concurrently).

539 Marketing for Dietitians and Food Service Management (3:3). Basic marketing principles with a focus on application to food service and dietetics where competition is requiring a more strategic approach to the promotion of ideas, concepts and products. Pr. 519. (FA)

540 School Food Service (2:1:3). Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records, and cost control applicable to school lunchrooms. (Not offered every year.)

543 Maternal and Infant Nutrition (3:3). Nutritional needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development. Pr. 213 or equivalent, and BIO 277 or equivalent.

549 Supervised Experience in Food Service Management (3:1:6). Directed experiences in managerial problems of institutional food service. Pr. 309, 519.

553 Child and Adolescent Nutrition (3:3). Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development. Pr. 213 or equivalent, and BIO 277 or equivalent.

559 Comparative Analysis of Food Service Systems (3:1:6). Critical analysis of operational procedures of food service systems. Pr. 309, 519.

563 Food Preservation (2:1:2). Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. Pr. 103 or permission of instructor.

569 Internship in Foodservice Systems (4:0:24). Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required. Pr. 519, 205, 309, or equivalent.

573 Diet Therapy (4:3:2). Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 313 (may be taken concurrently); BIO 277; BIO 535 or FNS 531; and FNS 593. (SP)

576 Nutrition and Physical Fitness (3;3). Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. Pr. BIO 277 and FNS 213 or equivalent required. ESS 375 or 575 recommended. (Same as ESS 576.) (FA)

583 Food Demonstration Techniques (2:1:2). Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 103.

593 Advanced Nutrition (3:3). Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and senescence. Pr. 313, BIO 535 or FNS 531, BIO 277. (FA)

For Graduate Students Only

601 Directed-Individual Study in Food, Nutrition, Food Service Management (1 to 6).
602 Introduction to Clinical Dietetics (2:1:3).
603 Food Chemistry (4:3:4).
604 Nutrient Drug Interaction (3:3).
605 Nutritional Assessment (4:2:6).
606 (a)(b)(c) Practicum in Clinical Dietetics (3 to 6), (3 to 6), (3 to 6).
607 Nutrition Education (3:3).
609 Seminar in Food and Nutrition (1:1) or (2:2).
611 Graduate Seminar (0).
613 (a) Readings in Foods (3:3).
(b) Readings in Nutrition (3:3).
619 Nutrition Consultation Methods (3:2:3).
623 Current Trends in Nutrition (1 to 3).
625 Nutrient Metabolism I (4:3:2).
626 Nutrient Metabolism II (4:3:2).
630 Fundamentals of Laboratory Research in Food, Nutrition, Food Service Management (3:3).
633 The Mineral Nutrients (3:3).
643 Nutrition and Aging (3:3).
649 Nutrition and Physical Performance (3:3).
653 Problems in Food and Nutrition (2 to 4).
663 Nutritional Aspects of Proteins and Amino Acids (3:3).
669 Energy, Lipids, Carbohydrates and Alcohol (3:3).
670 Minor Research (2 to 6).
673 Nutrition Research Methodology (2:1:3).
679 Nutrition in Developmental Disorders (3:3).
683 Nutritional Aspects of Vitamins (3:3).
689 Hormonal Regulation of Nutrient Metabolism (3:3).
693 Advanced Medical Dietetics (3:3).
699 Thesis (3 to 6).
790 Independent Doctoral Research (1-6).
799 Dissertation (1 to 12).
800 Graduate Registration (0).
801 Graduate Registration (0).

Department of Housing and Interior Design

239 Stone Building

Novem Mason, Professor and Chair of Department

Associate Professors J.R. Leimenstoll, Jan G. McArthur; Assistant Professors Lambeth, Rawls, Standley, Ziff; Lecturer Forsyth; Adjunct Assistant Professors Hammett, Herman

Interior Design Major (Bachelor of Science)

Required: 142 semester hours

The Interior Design program is structured around a continuing sequence of studio courses which help the student develop a deepening mastery of the processes of designing architectural interiors.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic communication of the solution.

Second-year design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

Third- and fourth-year studio courses deal with typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration, and adaptive reuse. Attention is also directed toward the environmental needs of special groups. Support courses enable the student to develop skills and concepts that can be tested in the studio.

Twelve semester hours may be completed either through advanced interior design studio courses in the fifth year, through the Interior Design Internship option, or through a combination of both of these. The Internship option provides opportunity for experiential learning in a business setting or government agency, while fifth-year studio courses provide opportunity for independent project work.

Accrediatation

The Interior Design program is accrediated by the Foundation for Interior Design Education Research (FIDER) for a six-year period ending July 31, 1999.

Departmental Admission

Enrollment in the Interior Design program is limited. Students who indicate interest in the Interior Design major on their University application will receive information on departmental admission. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview is required. Students will not be allowed to take interior design courses unless they have been formally admitted to the Interior Design program.

Transfer students applying for advance studio placement must present to the Interior Design screening committee portfolio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 grade point average in completed coursework.

In order to remain in the Interior Design major, students must maintain a minimum overall 2.0 grade point average in the University and in interior design studio courses. Students are responsible for purchase of equipment and studio supplies.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) **Required:** ART 100 or 101	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language)	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

HID 101, 102, 201, 202, 301, 302, 411, 412, 501

Support courses: HID 111, 112, 121, 122, 211, 212, 221, 222, 252, 311, 331, 332, 333, 431, 451, 452, 453; CTX 111

Six semester hours from among the following: HID 432, 502, 527, 531

An additional School core course, focusing on the understanding and application of the ecological perspective of all majors, will also be required. This course is currently under development and details were not completed at the time of catalog publication.

Electives

Nine semester hours of electives which may be taken in one focused area of study that supports a special Interior Design interest.

HOUSING AND INTERIOR DESIGN COURSES (HID)

For Undergraduates

101, 102 Basic Environmental Design I, II (3:0:6), (3:0:6). Investigation of space design at small scale while exploring properties of basic materials. Development of conceptual thinking. Pr. admission to the Interior Design Program; to be taken concurrently with 111, 112.

111, 112 Perception and Communication I, II (3:0:6), (2:0:4). Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures. Pr. admission to the Interior Design Program; to be taken concurrently with 101, 102.

121 Design Graphics I (2:0:4). Basic technical drawing processes and skills using tee squares, parallel bars, triangles, templates, and scales to produce measured drawings as applied to architectural, interior and furniture design. Pr. admission to the Interior Design Program; to be taken concurrently with 101 and 111. (Fall)

122 Design Graphics II (2:0:4). A continuation of HID 121. Pr. 121; to be taken concurrently with 102 and 112. (Spring).

201, 202 Basic Environmental Design III, IV (4:8), (4:8). Design investigations of spaces as articulated by the interaction of individual and place. Introduction to light and color with ongoing study of materials. Emphasis placed on cognitive understanding of design process. Pr. 102.

205 **The House and Its Furnishings (3:3).** Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality. Open to non-majors.

211, 212 **Visual Communication I, II (2:0:4), (2:0:4).** Visual communication processes as they support design activities. Two- and three-dimensional studies as related to conceptual and definitive aspects of the design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication. Pr. 112.

221, 222 **History of Design I, II (3:3), (3:3).** Survey of design forms evolved in response to man's needs for community, architecture, furnishings, and artifacts from pre-historic periods through the modern era with reference to cultural, political, and technological movements which affected their development.

252 **Introduction to Professional Practice (2:2:0).** Theory, process, content, and options for internships and entry level design employment; defining goals and objectives, preparation of resumé and portfolio, mock interviews, survey of career options in interior design. Pr. 211, or departmental approval. (Spring).

301 **Interior Design I (4:8).** Design investigations of increasingly complex spaces as articulated by the interaction of individual and place. Ongoing emphasis on light, color, materials and structure as aspects of space design. Pr. 202, 212.

302 **Interior Design II (4:8).** Design investigations of spaces of increasing scale and complexity as articulated by the interaction of indivudual and place. Special emphasis on social and behavioral aspects of interior design and the responsibilities of the designer to society. Pr. 301.

311 **Computer-Aided Design for Interior Architecture (3:3:0).** Introduction to computer-aided design technology, historical context, and professional use in interior design. Student use of CAD equipment and production of design drawings. Required of all majors. Pr. 102, 112.

331 **Social and Behavioral Aspects of Interior Design (3:3).** Introduction to literature and methods of environmental design research as it applies to interior environments. Pr. 201.

332 **Materials and Structures of Interior Architecture (3:3).** Investigation of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis placed on historical precedents and contemporary applications. Pr. 101, 102, 201.

333 **Interior Environmental Systems (3:1:4).** Variables in climate, mechanical, electrical, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems. Pr. 202, 212, 332.

355 **Housing and Community (3:3).** Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

411 **Interior Design III (4:8).** Design investigations of multi-function environments incorporating understanding of light, color, materials, structure and technology. Pr. 301, 302.

412 **Interior Design IV (4:8).** Design explorations encompassing the full range of interior design scale and complexity. Emphasis on individual competence with respect to design process. Pr. 411.

431 **Interior Lighting Design (3:1:4).** Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis placed on experimentation with light in relation to other elements. Pr. 101, 102, 301.

432 **Special Problems in Interior Design (1 to 4).** Independent study of topics of special interest. Conference hours to be arranged. Pr. consent of instructor with whom student wishes to work.

451 **Professional Practice in Interior Design (3:3).** Investigation of business, legal, ethical aspects of professional practice in interior design by students, staff, and guest speakers. Pr. open to third-, fourth-and fifth-year students in interior design.

452 **Internship in Interior Design (4 to 6).** Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following. May be taken twice for total of 10 semester hours credit. Pr. 252 and consent of instructor.

453 **Interior Design Internship Seminar (1:0:2).** Follow-up seminar for internships. Presentation of individual internships, identification of

pervasive problems, group projects to address these problems. May be repeated for a total of 2 semester hours credit. Pr. 252 or consent of instructor; 452; consent of instructor required to take concurrently with 452.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

499 **Studio Problems in Interior Design (4 to 6).** Investigation of design problems formulated in collaboration with faculty and that develop competencies equivalent to those covered in interior design studio courses. Pr. open only to students accepted in the Accelerated Option in Interior Design.

For Advanced Undergraduates and Graduate Students

500 **Supervised Professional Experience (1-4:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

501, 502 **Advanced Interior Design I, II (6:0:12), (6:0:12).** Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development through the collaborative efforts of a design team.

527 **Problems in Interior Design (2 to 6).** Individual study.

531 **Design Seminar (2:2).** Investigation of current research and subjects of topical interest in environmental design. May be repeated for a total of 4 hours credit. Pr. consent of instructor.

535 **Lighting Design (2:2).** Study of environmental lighting.

536 **History of Decorative Arts (3:3).** Study of stylistic and cultural developments in the decorative arts with special concentration on America.

For Graduate Students Only

601 **Directed Individual Study in Interior Design (1 to 6).**

602 **Advanced Interior Design III (6).**

611 **Graduate Seminar (0).**

630 **Fundamentals of Laboratory Research in Housing and Interior Design (3:3).**

631 **Environmental Design Research (3:3).**

645 **Seminar in Housing and Interior Design (3:3).**

665 **Problems in Housing and Interior Design (2 to 4).**

699 **Thesis (3 to 6).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

Department of Human Development and Family Studies (including Home Economics Education Courses)

Stone Building

Dale Farran, Professor and Chair of Department

Excellence Fund Professors Kivett, Rodman; Professors Dilworth-Anderson, Lange, Powers, Watson; Associate Professors MacKinnon-Lewis, Morgan, Pasley, Tudge; Assistant Professors Cassidy, DeBaryshe, Gray, Marshall, Shoffner; Adjunct Faculty Canaday, Clawson, White; Lecturer Taylor

Emeritus Professors Canaday, Clawson, Johnson, Smith, Voss; Emeritus Associate Professor White

The Department of Human Development and Family Studies offers undergraduate programs leading to the Bachelor of Science Degree with two majors, Human Development and Family Studies and Home Economics Education. The programs include the study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences, and from the field of education. The goal of the Human Development and Family Studies Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, aging and family care services; in business and community consumer services for families; teaching at the preschool level; and in cooperative extension and state agencies.

The **Human Development major** offers students the choice of four options. The Developmental Foundations in Preschool Education option prepares students for careers in child care centers and agencies, private kindergartens, and hospitals. Teacher certification in Birth through Kindergarten education is available in this option. The Child and Adolescent Development option prepares students for careers in community agencies that serve children, adolescents, and their families. The Adult Development and Aging in the Family option prepares students for careers in community agencies that serve adults, the elderly, and their families. The Business and Community Services for Individuals and Families option prepares students for family and consumer interest related careers in business, industry, and governmental and community service agencies.

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice. The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day care; two Curry Mainstream Preschools are operated in conjunction with the Governor Morehead School for the Blind, and the Guilford County Schools. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

ADMISSION TO THE HUMAN DEVELOPMENT MAJOR

Any student may declare Human Development as a major upon entering the university. Declaring Human Development as a major does not assure admission to the program. A student must be formally admitted to the Department of Human Development and Family Studies to register for advanced courses and complete work for the degree.

Criteria for Admission:

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302 or 303
2. 51 semester hours (junior standing) with a minimum overall GPA of 2.2
3. Transfer students with 51 semester hours may apply for admission after completing 12 semester hours at UNCG. Students must meet the department requirements of the current catalog at the time they declare Human Development as their major.

Students will not be permitted to take upper division courses in the department (HDF 412, 452, 500, 512, 522, 532, 542, 552, 560, 582) unless they have been formally admitted to the major (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Stone Building. Admission should normally be sought during the second semester of the sophomore year.

HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR (BACHELOR OF SCIENCE)

Required: 122-126 semester hours

All-University Liberal Education Requirements (AULER) (45-46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated under appropriate options:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) (Please see specific requirements listed under appropriate Option)	6 or 7
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221 and one other course (see Options) (Please see specific requirements listed under appropriate Option)	6
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language) (Please see specific requirements listed under appropriate Option)	6

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

Core Courses for All Options

A School core course, focusing on the understanding and application of the ecological perspective of all majors, will also be required. This course is currently under development and details were not completed at the time of catalog publication.

OPTION I: Developmental Foundations in Preschool Education

Ia. Non-Certerfication

1. Foundation Courses: HDF 211, 212, 302, 410, 411
2. Skills and Professional Courses: 425, 435, 441, 452, 522, 532, 552, 560
3. AULER Requirements as outlined on p. 281, to include these **specific** required course(s):
   For the Natural Science Area (NS)
   Required: BIO 111 and FNS 213 7 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and HDF 302 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 6 semester hours
4. Additional requirements outside HDF: HEA 236 or NUR 345; MUS 361 or ART 367; COM 240 or PSY 412; LIS 556 or CUI 346

Ib. Birth Through Kindergarten Teacher Certification

1. HDF Major Requirements: 21 semester hours
   HDF 211*, 212*, 302, 410, 411, 412, 452, 532, 552
   * taken as AULER courses
2. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Mathematics Area (MT) 3 semester hours
   Required: MAT 112
   For the Natural Science Area (NS) 7 semester hours
   Required: BIO 111 or CHE 106-110, and GEO 103 or 311
   For the Social and Behavioral Sciences Area (SB) 6 semester hours
   Required: HDF 212 and PSY 221
   For the AULER Electives (EL) 6 semester hours
   Required: FNS 213 and HDF 211
3. Integrated Methods Courses 11 semester hours
   HDF/CUI 425, 435, 441
4. Teacher Education Requirements* 30-31 semester hours
   CUI 240, 516; ELC 381; ESS 551; HDF 460 (12 sem hrs); NUR 345 or HEA 369
   Two courses to be selected from the following: ART 367, COM 596, DCE 345, LIS 556 or CUI 346, MUS 361
5. Interdisciplinary Course Requirements 12 semester hours
   CED 310; PSY 412 or COM 240; SWK 584

*NOTE: To be admitted to Teacher Education, students must achieve a 2.5 overall GPA and a passing score on the NTE. Students are also required to be certified in First Aid and CPR prior to student teaching.

OPTION II: Child and Adolescent Development in the Family

1. Foundation Courses: HDF 211, 212, 302, 303, 405, 410, 411, 522
2. Skills and Professional Courses: HDF 412, 500 (6 sem hrs)

3. AULER Requirements as outlined on p. 281, to include these **specific** required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and FNS 213 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and HEA 360 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 6 semester hours
4. Additional requirements outside HDF: MGT 200; SWK 560 or 584; PSY 341 or 346 or 347; HEA 331 or 347; CED 310; SOC 222 or 312 or 317 or SWK 312; HEB 210 and 377

OPTION III: Adult Development and Aging in the Family

1. Foundation Courses: HDF 211, 212, 303, 304, 405, 410, 411, 562
2. Skills and Professional Courses: HDF 412, 500 (6 sem hrs)
3. AULER Requirements as outlined on p. 281, to include these **specific** required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and FNS 213 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and SOC 211 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 6 semester hours
4. Additional requirements outside HDF: HEA 334 or 347 or 369; MGT 200; SOC 586 or PSY 506; SWK 550 or 570 or 580; HEB 210, 377, 410; CED 310; LES 222 or 231

OPTION IV: Business and Community Services for Individuals and Families

1. Foundation Courses: HEB 210, 410; HDF 211, 212, 303, 304, 405, 410, 512
2. Skills and Professional Courses: HEB 377, 557; HDF 500; three courses from either the Business or Community emphasis:
   Business emphasis: COM 106: HDF 525; MGT 309
   Community emphasis: CED 310; ENG 327; HDF 522
3. AULER Requirements as outlined on p. 281, to include these **specific** required course(s):
   For the Natural Science Area (NS)
   Required: FNS 213 plus one other NS course 6 semester hours
   For the Reasoning and Discourse Area (RD)
   Required: ENG 101 and COM 105 or 341 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and SOC 211 6 semester hours
   For the AULER Electives (EL)
   Required: ECO 201, and one other elective (ECO 202 for Business minor) 6 semester hours
4. Cognate Courses: one of the following minors is required as a cognate:
   Business Minor: ACC 201; ECO 201, 202; FIN 300; MGT 200, 314, 320
   Sociology Minor: SOC 311, 312, 326, 327, 351
   Social Work Minor: SWK 215, 310, 311, 312, and one SWK elective at the 500-level

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

HUMAN DEVELOPMENT AND FAMILY STUDIES MINOR

Completion of 18 hours in HDF courses: HDF 211, 212, 302 or 303, and 410 or 411; 6 additional hours from HDF 412, 512, 522, 532, 552.

HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES (HDF)

For Undergraduates

211 Life Span Development in the Human Environment (3:3). Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Human Development majors. *[SB, CSB].*

212 Developmental Patterns of the Family (3:3). Developmental characteristics, behavior, and interpersonal relations among family members in various stages of family life cycle. *[SB, CSB].*

302 Infant and Child Development in the Family (3:3). Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized. Pr. 211, 212 for majors, or consent of instructor. *[SB, CSB].*

303 Adolescent Development in the Family (3:3). Examination of theories, methods, and research findings in the study of development from preadolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development. Pr. 211, 212 for HDF majors.

304 Adult Development in the Family. (3:3). Examination of growth and development from early to late adulthood in the context of family life. Emphasis on the major stages of adulthood as they relate to family functioning. Pr. 211, 212.

346 Consumer Decision Making (3:3). Introduction to rational decision-making in relation to consumer purchases, financial services, and economic changes. Study of consumer protection, consumer fraud, and consumer rights and responsibilities. Pr. junior standing, 212, or HEB 210, or consent of instructor.

401 Special Problems in Human Development and Family Studies (1 to 6). Individual study. Conference hours to be arranged.

405 Family Resource Management (3:2:3). Management of human, economics, and environmental resources, examination of managerial behaviors of individuals and families including: valuing, goal setting, problem solving, and decision-making, planning and implementation. Pr. 346.

410 Cultural Variations in Families and Children (3:3). The study of children and families that vary as a function of differing cultural family backgrounds (nation of origin, religious orientation, ethnicity) and social stratification. Pr. 211, 212, 302 or 303.

411 Individual Variations in Families and Children (3:3). The study of children and child-family relationships that vary as a function of atypical development and behavior in the children or variant family forms (single parent families, stepparent and extended families). Pr. 211, 212, 302 or 303.

412 Family Observation and Assessment (3:3). Examination of fundamentals of observing and assessing family functioning. Review of self-report measures and observational techniques for assessing family functioning. Experience in administration, data reduction, and reporting will be included. Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.

422 Interrelationships between Families and the Community (3:3). Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families. Pr. 211, 212, 302 or 303.

425 Infant and Toddler Programs: Foundations and Methods (4:3:3). Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. Pr. 211, 302, CUI 240. Same as CUI 425.

435 Preschool Curriculum (4:3:3). Provides information on principles and components of preschool curricula, and strategies of learning for preschool children. Emphaisis includes preschool children with and without disabilities.

Laboratory experience is required. Pr. 211, 302, CUI 240. Same as CUI 435.

441 **Managing Preschool Children's Environments (3:3).** Principles and methods of working with typical and atypical preschool children. Emphasis on identifying and evaluating strategies for enhancing children's development with a program setting. Pr. 211, 302, CUI 240. Same as CUI 441.

446 **Family Economics (3:3).** Economic principles applied to family formation, market and nonmarket work, household consumption, production, investment activity, and leisure. Discussion of human capital, fertility and economic well-being. Pr. 346.

452 **Child Observation and Assessment (3:3).** Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed. Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.

460 **Supervised Student Teaching and Seminar (12:3:27).** Supervised student teaching in a preschool setting under direction of a cooperating teacher with university supervision. Full-time teaching assignment in a preschool setting for a full semester with weekly seminars. Pr. HDF/CUI 425, 435, 441.

475 **Research Methods in Human Development and Family Studies (3:3).** An introductory examination of human development (child and family) research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques. Pr. STA 108, HDF 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 **Supervised Professional Experience (1-6:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies. Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.

502 **Changing Roles of Men and Women (3:3).** Philosophical, political, and technological influences on roles of men and women in the past, present, and future and their relationship to the family. Pr. 211, 212, 410 or permission of instructor.

510 **Child and Family Ecology (3:3).** Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages. Pr. 412 and 452, or graduate standing.

512 **Current Family Theory and Research (3:3).** Topical issues concerning family function: e.g., single parenting, teen pregnancy, alternative family forms, ethnic and racial minorities, and parent care. Provides broad background in research/theories. Writing and editing emphasized. Pr. 211, 212, 302, or 303; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.

522 **Theories and Principles of Parenting (3:2:3).** Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children. Pr. 211, 212, 302 or 303, 410 or 411; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.

525 **Work and Family Linkages (3:2:2).** Principles of work simplification and their application to specific situations of work in and out of the home, and to how it influences family relations. Pr. 346 or equivalent. (Not offered every year.)

526 **The Consumer in a Market Economy (3:3).** Consumer issues connected with the market economy. Emphasis on joint interest of consumer, industry, and government. Areas covered include marketing structure and functions, consumer rights and responsibilities, technology of consumption, and environmental issues. Pr. 346, ECO 201 or equivalent.

527 **Problems in Human Development and Family Studies (2 to 6).** In-depth study of new areas in child and family studies such as: children and

technology; multi-cultural families; developmental consequences of child maltreatment. Pr. 211, 212.

532 **Foundations of Preschool Education (3:3).** Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities. Pr. 211, 212, 302. Formal admission to Human Development major or permission of instructor required.

542 **Methods of Preschool Instruction (3:3).** Principles and components of preschool activities with emphasis on developmental appropriateness in creative materials and guidances of experiences. Laboratory experience required. Pr. 211, 212, 302. Formal admission to Human Development major or permission of instructor required.

545 **Family Finance (3:3).** Use of financial resources as situations, needs, and preferences of families differ or change. Pr. 346, 446 or 3 hours in economics.

552 **Current Developmental Theory and Research (3:3).** Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the lifespan. Writing and editing are emphasized. Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.

560 **Supervised Teaching in Preschool Centers (3:1:8) or (6:1:17).** Planned experiences under supervision for students teaching children enrolled in the preschool centers and community agencies. Pr. 211, 212, 302, 411, 532, 542. Formal admission to Human Development major or permission of instructor required.

562 **Family Gerontology (3:2:3).** Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included. Pr. 211, 212, and consent of instructor.

582 **Administration of Dependent Care Programs (3:3).** Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families. Pr. 211, 212, 302 or 303, 532 or equivalent. Formal admission to Human Development major or permission of instructor required.

For Graduate Students Only

601 **Directed-Individual Study in Human Development and Family Studies (1 to 6).**

602 **Problems in Human Development and Family Studies (2 to 4).**

605 **Advanced Family Resource Management (3:3).**

606 **Social and Economic Problems of the Family (3:3).**

608 **Personality and Social Development (3:3).**

610 **Child Development in Cultural Context (3:3).**

612 **Seminar in Parent-Child Relations (3:3).**

618 **Intellectual Development in Young Children (3:3).**

621 **Advanced Theories and Principles of Parenting (3:2:3).**

622 **Family Life Education (3:3).**

628 **The Family in the Middle Years (3:3).**

630 **Research Methods in HDFS (3:3).**

632 **Infant Development (3:2:3).**

641 **Advanced Theory and Research in the Family (3:3).**

642 **Family Theory (3:3).**

651 **Advanced Child Development (3:3).**

652 **Theories of Human Development (3:3).**

660 **Families of Individuals with Special Needs (3:3).**

662 **The Family in Comparative Perspective (3:3).**

665 **Family Decision-Making Processes (3:3).**

672 **Divorce and Remarriage (3:3).**

689 **Professional Seminar I (1:1).**

690 **Professional Seminar II (1:1).**

692 **Contemporary Family Life (3:3).**

699 **Thesis (3 to 6).**

711 **Experimental Course: The Ecology of Human Development (3:3).**

712 **Advanced Research Design in HDFS (3:3).**

752 **Theory Development and the Family (3:3).**

765 **College Teaching Practicum in Human Development and Family Studies (2).**

790 **Independent Doctoral Research (1 to 6).**

799 **Dissertation (1 to 12).**

800 **Graduate Registration (0).**

801 **Graduate Registration (0).**

HOME ECONOMICS IN EDUCATION AND BUSINESS COURSES (HEB)

For Undergraduates

210 Aspects of the Personal Environment (3:3). Study of reciprocal relationships between families and environments. Emphasis given to family needs, stage in the life cycle, and lifestyles as they are influenced by cultural, social, political, economic, and technological forces.

267 Introduction to Home Economics Education (in the Public Schools) (2:2). Nature and scope of home economics in the public schools with particular emphasis on its relationship to total educational experience. Required observation and participation in teaching-learning environments included.

357 Curriculum and Teaching Methods in Home Economics (3:3). Principles of education applied to curriculum and methods of teaching home economics. Pr. PSY 221 or consent of instructor.

377 Professional Orientation to Business and Community Services for Individuals and Families (3:3). Identification and exploration of business and community service careers related to individuals and families. Pr. concurrent enrollment in MGT 309.

401 Special Problems in Home Economics in Education and Business (1 to 4). Individual study. Conference hours to be arranged.

410 Current Issues Affecting Women and Families (3:3). Contemporary and changing issues affecting individuals and families and their environment. Multidisciplinary approach to decision making and problem-solving.

467 Supervised Teaching in Home Economics (9). Supervised student teaching under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for 10 weeks. Pr. 357, 478, 507, 508; senior standing with 2.50 grade point average.

478 Planning and Evaluating the Consumer and Homemaking Program (3:2:3). Emphasis on time management, planning, instructional, behavior management, human relations, and professional growth skills for effective teaching in home economics. Pr. 357.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12). Supervised professional experience in selected commercial or industrial organizations, public or private agencies. Pr. 377 for BCS majors and a 2.0 grade point average. This applies to students entering the major during and after 1988-89.

507 Occupational Home Economics Practicum (1-3:3-9). Planned work experience in one or more specialized home economics related areas approved in advance by instructor. Coordinating conferences and seminars. May be repeated for a total of 3 semester hours. Pr. consent of instructor.

508 Occupational Home Economics (3:2:3). Emphasis on legislation, scope, organization, implementation, and evaluation of laboratory and cooperative occupational home economics programs. Home economics related work experience required. Pr. 507.

518 Methods in Adult Home Economics Programs (3:3). Emphasis on scope, organization, implementation, and evaluation of programs for teaching adults in a variety of professional settings related to home economics.

527 Problems in Home Economics in Education and Business (2 to 6). Individual study.

557 Informational Processes in Human Environmental Sciences (3:3). Application of communication skills, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information. Pr. COM 112 or 341, and 18 semester hours human environmental sciences subject matter content or permission of instructor; computer literacy required.

567 Application of Microcomputers in Home Economics (3:3). Application of word processing, data base management, and filing system software in each area of human environmental sciences in educational, business, and home settings. Impact of technology on individuals and families. Pr. basic understanding of computers or consent of instructor.

597 Survey of Pre-Vocational Education (3:3). Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information, and program evaluative measures. Pr. permission of department head. (Same as BME 597.)

598 Curriculum and Classroom Organization of Pre-Vocational Programs (3:3). Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation. Pr. permission of department head. (Same as BME 598.)

For Graduate Students Only

601 Directed-Individual Study in Home Economics in Education and Business (1 to 6).

607 Contemporary Issues in Home Economics Education (1 to 6).

611 Graduate Seminar (0).

617 Practicum (3).

627 New Perspectives in Home Economics Education (3:3).

630 Fundamentals of Laboratory Research in Home Economics in Education and Business (3:3).

637 Supervision in Human Environmental Sciences (3:3).

640 Design and Philosophy of Research in Human Environmental Sciences (3:3).

657 Evaluation in Human Environmental Sciences (3:3).

668 Group Work Techniques and Interpersonal Relations (3:3).

670 Minor Research (2 to 6).

677 Curriculum in Home Economics (3:3).

699 Thesis (3 to 6).

740 Human Environmental Sciences in Higher Education (3:3).

799 Dissertation (1 to 12).

800 Graduate Registration (0).

801 Graduate Registration (0).

Department of Social Work

451 Graham Building

Robert J. Wineburg, Associate Professor and Chair of Department

Professor Scullion; Associate Professor Rife; Assistant Professors Hurd, Wheeler; Lecturer Moore

Social Work Major (Bachelor of Science)

Required: 122 semester hours.

The purpose of the Social Work major is to prepare students for entry level practice in social work and human services. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, and communities.

Accreditation

The program is accredited by the Council on Social Work Education for a seven year period ending in June, 1997.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the department Admissions Coordinator. Admission to the major is based upon:

1. Satisfactory completion of SWK 215 with a minimum grade of C.
2. A minimum University GPA of 2.0
3. Present a completed application form and receive a favorable recommendation from the Admissions Coordinator

Admission to Field Instruction

1. Prior admission to the Social Work Major.
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 200, PSY 221/223, STA 108, SOC 211, and a foreign language at the elementary level.
3. Completion of 84 hours with a 2.3 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 312, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction.

General Information

Admission to the University does not constitute acceptance to the department. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Field Instruction Fee. In addition to the regular tuition and University fees, social work students are charged a field instruction fee of $50.00 per semester to cover the cost of the field instruction program, which is based in community agencies. These fees are associated with SWK 413 and 414 and normally occur in the senior year.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Some agencies require students to provide proof

of liability and malpractice insurance. Insurance information is available in the departmental office.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
	Required: BIO 105 **and** one other NS course	
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

All Social Work majors must establish foreign language proficiency at the elementary level (0-6 semester hours); any remaining elective hours may be taken from any of the areas specified above.

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311, 312, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six hours in social work at the 500-level.

An additional School core course, focusing on the understanding and application of the ecological perspective of all majors, will also be required. This course is currently under development and details were not completed at the time of catalog publication.

Related Area Requirements:

1. BIO 105
2. ECO 101
3. PSC 200
4. PSY 221 or 223
5. STA 108 (students may subsitute PSY 310, ECO 250, or SOC 314 with advisor's approval)
6. SOC 211
7. HDF 212

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Minor

The Social Work minor requires 15 hours of Social Work courses. The courses are SWK 215, 310, 311, 312. In addition, one course must be selected from the 500-level Social Work courses.

Certification in School Social Work

Students intending to become certified for school social work by the Department of Public Instruction need to complete the certification program which has been developed with the School of Education. In addition to completing the social work major, the student must be admitted to the Teacher Education Program and successfully complete the following courses: ELC 381, CED 540, or 544; SWK 584. The field instruction (SWK 413 and 415) must be taken in a school social work setting. Certification for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Certification should contact the advisor for School Social Work Certification in the Department of Social Work.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Courses (SWK)

For Undergraduates

215 Introduction to Social Work (3:3). Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.

310 Social Policy and Services (4:3:3). Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Same as SOC 310.) (Fall only)

311 Human Behavior and Social Environment (3:3). Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Same as SOC 311.) (Fall only) *[SB, CSB]*

312 Social Environmental Analysis (3:3). Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social and cultural differences. Emphasizes the roles of professionals in policy. Pr. 310 and 311. (Same as SOC 312.) (Spring only)

325 Research in Social Work Practice (3:3). Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge. Pr. STA 108 or SOC 314 or equivalent statistics course.

351 Professional Skills (3:3:1). Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. Majors only. (Spring only)

411 Social Work Methods I (3:3). Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. Pr. admission to practice sequence. Must be taken concurrently with SWK 413 and 415. Majors only. (Fall only)

412 Social Work Methods II (3:3). Focus on development of social work practice skills emphasizing delivery of social services. Pr. 411. Must be taken concurrently with SWK 414 and 416. Majors only. (Spring only)

413 Field Instruction I (4:0:16). Educationally directed learning experienced by performing a range of activities related to entry level practice. Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 415. (Fall only)

414 Field Instruction II (4:0:16). Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. Pr. 413. Must be taken concurrently with SWK 412 and 416. (Spring only).

415 Field Instruction Seminar I (1:1). Critical review and analysis of application of social work theory in practice setting. Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 413.

416 Field Instruction Seminar II (1:1). Continues critical review and analysis of social work theory in practice setting. Pr. 415. Must be taken concurrently with SWK 412 and 414.

451 **Special Problems in Social Work (1 to 3).** Intensive independent study of specialized topics. Requires written plan, consent of sponsoring instructor, and approval of department head.

For Advanced Undergraduates and Graduate Students

510 **Selected Topics in Social Work (1 to 3).** Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topic varies. Pr. consent of instructor.

520 **Methods and Practice of Family and Marital Therapy (3:3).** Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed. Pr. 6 hours of marital and family theory plus consent of instructor.

530 **Social Agency Program Development (3:3).** Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies. Pr. permission of instructor.

540 **Social Work in Community Correction (3:3).** Discussion of preventative and diversion programs. Consideration of probation and parole services. Emphasis on the professional role as service provider. Pr. permission of instructor.

550 **Social Services in Health Care (3:3).** Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting. Pr. permission of instructor.

551 **Special Problems in Social Work (1 to 3).** Intensive, independent study of specialized topics. Requires written plan, consent of sponsoring instructor, and approval of department head.

560 **Social Work with Groups (3:3).** Advanced course to teach group process and strategies, techniques, and skills for working with support groups and task groups in human services settings. Pr. permission of instructor.

570 **Social Services for the Aging (3:3).** Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice. Pr. permission of instructor.

575 **Social Work and the Law (3:3).** Focus on the professional and ethical responsibilities, knowledge base of the law which is required for social work practice, and legal issues for the profession. Pr. permission of instructor.

580 **Long Term Care Policies for Elderly (3:3).** Consideration of financing, organization and delivery of health and human services to those who are elderly and disabled or limited in capabilities for a relatively long period. Pr. permission of instructor.

584 **Social Services for Children (3:3).** Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment. Pr. permission of instructor.

585 **Social Work with Families in Crisis (3:3).** Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them. Pr. 310, 311, 312 and 351 or HDF 212 and HDF 410 or permission of instructor.

590 **Social Services in Industry (3:3).** Overview of employee assistance programs, explanation of worker-as-client, and introduction to social work strategies and service in the workplace. Pr. permission of instructor.

595 **Information Technology in the Human Services (3:3).** Exploration of impact of information technology on human services, including effects on service delivery, confidentiality issues, management, and new roles for social workers. Includes hands-on computer experience. Pr. one course in social research methods or introduction to computers, or permission of instructor.

School of Music

107 Brown Music Building

Arthur R. Tollefson, Professor and Dean of School

James C. Prodan, Associate Professor and Assistant Dean

Professors Bass, Cox, Garlington, Kiorpes, Lynam, McCrickard, McIver, Sherbon; Associate Professors G. Carroll, W. Carroll, DiPiazza, Egekvist, Gutter, Hunkins, Kohlenberg, Locke, McCarty, McClaren, Masarie, Marsh, Prodan, Sink, Stewart, Walker, Whittaker, Williams; Assistant Professors Anderson, Askew, Bach, Burke, Charry, Holley, LaCourse, LeFevre-Milholin, Salmon; Instructor Scott; Lecturers Beerman, Brittain, Emmons, Goertzen, King, Kohler-Hall, Mazzatenta, Poindexter, Rogers, Shively, Stein, Yoder-White

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher certification study. The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. **Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.**

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions.

Aspects of Music Study

Performance Studies. Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, or composition. This study will include private instruction in the major or principal performance area, some group instruction, and work in a secondary performance area (instruments, voice, composition or advanced conducting) outside the major or principal area.

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses.

Majors, principals, and minors will be assigned to MUS 151-451 (1-3 credits) for performance studies. Students who are not music majors or minors may enroll for performance study subject to the availability of space. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

Performance Activities. B.M. students will participate in one or more large ensembles in their area each semester according to degree requirements. Any student enrolled for two or more credits of performance studies must coregister for a large ensemble (MUS 380, 381A & B, 382, 383, 384, 391, 393, 394, 395, 396D, 396I). Each year advanced students may apply for positions as vocalists or instrumentalists in the performances of opera and musical theatre which the School of Music presents in cooperation with the Department of Communication and Theatre. Advanced students also have opportunities to perform in the Greensboro Symphony Orchestra and/or other professional ensembles, to serve as church organists, vocal soloists, and directors, and to participate in orchestras hired locally for touring events appearing in the community.

Community Opportunities

Living in the artistically thriving Greensboro/Winston-Salem/High Point "Triad" area, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

Facilities. The School of Music is currently based in the Brown Music Building Complex. This facility, in combination with other buildings on campus, provides large and small auditoriums, choral and instrumental rehearsal halls, and numerous practice rooms. The Music Listening Center, also located in the Brown Music Building, houses a large collection of recordings, other audio-visual materials, and scores.

Many students explore special interests in the Electronic Music Studio, the Electronic Piano Laboratory, and the Computer Theory Laboratory. The Birdie H. Holloway Music Education Laboratory houses reference materials, computer and video cassette recorder equipment, other audio-visual equipment, and the various teaching instruments required for primary and secondary school music instruction.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments.

Student Information Manual

Additional policies and regulations are found in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication are the responsibility of the student.

Music in General Studies

Courses in introductory music appreciation, Afro-American music, non-western music and jazz appreciation are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

General Music Major (Bachelor of Arts)

Required: 122 semester hours.
MUS 090 (4 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 hours)

Students in the BA General Curriculum will follow the All-University Liberal Education Requirements (AULER) instead of the College of Arts and Sciences (CLER) requirements. Students must elect two writing intensive courses, as defined and identified in the UNCG Undergraduate Bulletin within their AULER requirements. Students must complete six hours of the same foreign language. This may be accomplished by completing six hours of a new elementary foreign language, by completing six hours through the intermediate level of a previously studied foreign language, or by proficiency through the intermediate level.

See pages 48-49 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements

46 semester hours in music with at least 32 hours above the 100 level, as follows:

1. Theory; MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333, 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 10 semester hours including at least 2 at 351 level
4. Class Piano: 4 semester hours through MUS 134 **or** proficiency
5. Large Ensemble: 5 semester hours
6. One 500-level music elective in history/literature, theory, or pedagogy

Electives

Electives sufficient to complete 122 semester hours required for degree.

Music History Major (Bachelor of Arts)

Required: 126 semester hours
MUS 090 (4 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet the All-University Liberal Education Requirements (AULER). See pages 48-49 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements

29-45 hours in music above the 100 level

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333, 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 10 semester hours (must achieve 351 level)
4. Class Piano: 4 semester hours through MUS 134 **or** proficiency
5. Large Ensemble: 2 semester hours
6. Collegium Musicum: 6 semester hours
7. MUS 497c (6 semester hours) to culminate in a senior thesis; MUS 507; **three** of the following: MUS 511, 521, 527, 528, 529, 530, 531, 532, 533, 534, 537, 538

Electives

Electives sufficient to complete 126 semester hours required for degree.

Performance Major (Bachelor of Music)

A concentration in voice or an instrument

Performance Major: Jazz Studies (Bachelor of Music)

A concentration in an instrument with emphasis on jazz

Composition Major (Bachelor of Music)

A concentration in music composition (proficiency in at least one performance area required for acceptance).

Required: 128 semester hours.

MUS 090 (7 semesters)

MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

For All Three Majors:	**Semester Hours**
1. British or American Literature (BL)	3
2. Historical Perspectives on Western Culture (HP)	3
3. Mathematics (MT)	3
4. Natural Science (NS)	6
5. Non-Western Studies (NW) **Required:** MUS 343	3
6. Reasoning and Discourse (RD)	6
7. Social and Behavioral Sciences (SB)	6
8. World Literature (WL)	3
9. Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core courses for all three majors

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Performance Studies: 12 semester hours

PERFORMANCE MAJOR

1. Major area Performance Studies: 12 semester hours (10 for voice majors) beyond core requirement culminating in senior recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331, 332, 333, 343 (fulfills NW AULER requirement; see above)
4. Large Ensemble: 8 semester hours (4 for keyboard majors)
5. Conducting: 1 semester hour
6. History/Literature and Theory: 9 semester hours (two areas must be represented)
7. a. Guitar Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 2 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   b. Harpsichord Students
   MUS 384: 2 semester hours
   Collegium Musicum: 2 semester hours
   Piano: 4 semester hours
   Keyboard Harmony: 2 semester hours
   MUS 530: 3 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 4 semester hours

   c. Orchestral Instrument Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 2 semester hours
   Pedagogy (string, woodwind, brass, or percussion): 3 semester hours
   Music Electives: 6 semester hours

   d. Organ Students
   MUS 384: 4 semester hours
   Small Ensemble: 2 semester hours
   Keyboard Harmony: 2 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   e. Piano Students
   MUS 384: 4 semester hours
   Small Ensemble: 2 semester hours
   Pedagogy: 3 semester hours
   Keyboard Harmony: 2 semester hours
   Music Electives: 6 semester hours

   f. Voice Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Diction: 4 semester hours
   Vocal Repertory and Pedagogy: 7 semester hours (375, 513, 514, 541)
   Music Electives: 2 semester hours
   FRE 101, GER 101-102, and ITL 101 (6 hours may be used to fulfill AULER electives)

PERFORMANCE MAJOR: JAZZ STUDIES (INSTRUMENTAL)

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital of mainly jazz literature (must achieve 351 level in classical studies and at least 3 credits at 451 level in jazz studies)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331 or 334; 332, 333, 343 (fulfills NW AULER requirement)
4. Class Piano (not required of keyboard principals): 2 semester hours through MUS 134 **or** proficiency
5. MUS 395: 8 semester hours
6. MUS 321, 322, 358, 372, 558, 560
7. Music Electives: 5 semester hours

COMPOSITION MAJOR

1. Composition: 2 semester hours (beyond Performance Studies core requirement) culminating in senior recital (at least 3 at 451 level)
2. Principal Performance Area: 8 semester hours (through 351 level)
3. History: MUS 331 or 334; 332, 333, 343 (fulfills NW AULER requirement)
4. Class Piano: 2 semester hours through MUS 134 **or** proficiency
5. Large Ensemble **or** 20th-Century Players: 8 semester hours
6. Small Ensemble: 2 semester hours
7. MUS 203, 350, 372, 472, 507, 509, 566
8. Music Electives: 6 semester hours

Choral/General Music Education Major (K-12) (Bachelor of Music)

Instrumental Music Education Major (K-12) (Bachelor of Music)

Required: 132 semester hours
MUS 090 (7 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)
All students in this program must meet AULER requirements.

For Both Majors:	**Semester Hours**
1. British or American Literature (BL)	3
2. Historical Perspectives on Western Culture (HP)	3
3. Mathematics (MT)	3
4. Natural Science (NS)	6
5. Non-Western Studies (NW) **Required:** MUS 343	3
6. Reasoning and Discourse (RD)	6
7. Social and Behavioral Sciences (SB) **Required:** PSY 221 and one other SB course	6
8. World Literature (WL)	3
9. Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for these programs in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core Courses

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331 or 334; 332, 333, 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 12 semester hours (at least 2 at 351) culminating in a half recital during a semester enrolled at the 351 level. Keyboard students may fulfill the recital requirements by accompanying a half recital or chamber recital.
4. Large Ensemble: 7 semester hours

CHORAL/GENERAL MUSIC EDUCATION MAJOR

1. MUS 170, 171, 208, 270, 271, 319, 355, 356, 367a, 419, 464, 468, 469
2. a. Keyboard Students
   Class Voice: 2 semester hours
   Secondary Voice: 3 semester hours
   Music Electives: 2 semester hours
   b. Voice Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Secondary Piano: 3 semester hours
   Music Electives: 2 semester hours
   FRE 101, 102, **or** GER 101-102

INSTRUMENTAL MUSIC EDUCATION MAJOR

1. MUS 209, 355, 357, 363, 364, 365, 366, 367b, 368, 369, 372, 467, 468, 469, 472
2. a. Wind, Percussion, or Bowed String Instrumental students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   b. Keyboard students
   Secondary study of Wind, Percussion or Bowed String Instrument: 2 semester hours

Teacher Certification Requirements

(See **Teacher Education** in Chapter 5 for full explanation.)

1. AULER requirements as identified within each major.
2. HEA 201 Health: A Personal Look.
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. MUS 465 Student Teaching and 466 Student Teaching Seminar

Music Minor

Required: 21 semester hours in School of Music

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 331 **or** 332 **or** 333
3. Performance Studies: 4 semester hours (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 semester hours
5. Music Electives: 4 semester hours

Music Courses (MUS)

For Undergraduates

Some courses may not be available every year. Please inquire at School of Music for schedule.

090 Convocation (0:1). Weekly presentations by students, faculty and guests. See Student Information Manual. (FA,SP)

091 Recital Attendance (0). Music Majors are required to attend an approved number of performances each semester. See Student Information Manual. (FA,SP)

101 Music Theory I (2:3). Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression. (FA,SP)

102 Music Theory II (2:3). Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis. Pr. 101, or permission of instructor. (FA,SP)

105 Ear-Training I (1:2). Music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, and triads. (FA,SP)

106 Ear-Training II (1:2). Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint. Pr. 105, or permission of instructor. (FA,SP)

125 Class Voice (1:0:2). Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. May be repeated for credit. * (FA,SP)

130 Class Guitar (1:0:2). Group instruction in functional guitar for beginning guitar students. May be repeated for credit. Pr. consent of School of Music to enroll.

131, 132, 133, 134 Class Piano (1:0:2), (1:0:2), (1:0:2), (1:0:2). Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. 131, first level; 132, second level; 133, third level; 134, fourth level.* (Each level - FA,SP)

151-551 Performance Studies (.5-3:.5-2). Instruction on principal or major instrument or in voice. Audition required. Enrollment for 2-3 credits requires coregistration in a large ensemble. (FA,SP,SU)

152-552 Performance Studies (.5-2:.5-1). Instruction for non-majors or on secondary instrument or in voice. (FA,SP,SU)

170 Italian and Latin Diction for Singers (1:1:1). Study of International Phonetic alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages. (FA)

171 English Diction for Singers (1:1:1). Study of the International Phonetic alphabet and its application to the pronunciation of English and special problems involved in singing in English. Pr. 170, or permission of instructor. (SP)

201 Theory III Musical Structure (2:3). More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis. Pr. 102 or permission of instructor. (FA,SP)

202 Theory IV Musical Structure (2:3). Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis. Pr. 201, or permission of instructor. (FA,SP)

203 Instrumentation (2:2). Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs.

205 Ear-Training III (1:2). More advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. Pr. 106, or permission of instructor. (FA,SP)

206 Ear-Training IV (1:2). Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. Pr. 205, or permission of instructor. (FA,SP)

208 Introduction to Teaching Instrumental Music (2:2:1). Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting. Required: choral/general emphasis music education majors. Pr. admisison to School of Music as a Choral/General Emphasis Music Education major or permission of instructor. (SP)

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209 Introduction to Teaching Choral and General Music (2:2:1). Introduction to general and choral methods at the secondary level. Includes vocal laboratory. Required: instrumental music education majors. Pr. admission to the School of Music as an Instrumental Emphasis Music Education major/permission of instructor. (SP)

214 Jazz Appreciation (3:3). Introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. *[FA, CFA].* * (FA,SP,SU)

241 Music Appreciation (3:3). Introduction to Western culture art music through a survey of its history, composers, forms, styles. Requires listening assignments and recital attendance. No musical training required. Not open to music majors. *[FA, CFA].* * (FA,SP,SU)

270 French Diction for Singers (1:1:1). Phonetic alphabet as it relates to French language and special problems involved in singing this language. Pr. 170, or permission of instructor. (FA,SP)

271 German Diction for Singers (1:1:1). Phonetic alphabet as it relates to German language and special problems involved in singing this language. Pr. 170, or permission of instructor. (FA,SP)

300 Recital (0). Presentation of a varied program of music. Co. 351. (FA,SP,SU)

301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3). Techniques of pitch and temporal organization in music of the 20th century. Analysis of music from Debussy through Stravinsky, Webern, and others. Pr. 202, 206, or permission of instructor. (FA,SP)

302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2). A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization. Pr. 102, 106, 251 level in keyboard, or permission of instructor. (302-FA,303-SP)

319 Choral Laboratory I (1:1:1). Conducting techniques, especially as related to choral conducting; rehearsal procedures, continued study of choral repertory. Pr. 106 or consent of instructor, 125 or one semester of voice study; corequisite 380, 382, or 383 (except instrumentalists). (FA)

321, 322 Jazz Improvisation I, II (3:3), (3:3). Basic course for the student with little or no previous experience in jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation. Pr. successful completion of 101, 102, 105, 106, and attainment of the 251 level in applied music. Second semester: continued development of knowledge and skills present in 321 with emphasis on increased fluency and mastery. Pr. 321 or consent of instructor. (321-even FA,322-odd SP)

323 The Arts as Human Experience (3:3). An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, DCE 323.) *[FA, CFA].**

331 History of Western Music I (3:3). Music history of the Western tradition from its beginnings to about 1600. Pr. 333, or permission of instructor. (FA)

332 History of Western Music II (3:3). Music history of the Western tradition from about 1600 to about 1815, including a brief introduction to music before 1600. Pr. 102, 106, or permission of instructor. (FA, odd SU)

333 History of Western Music III (3:3). Music history of the Western tradition from about 1815 to the present, including a brief introduction to music in America. Pr. 332, or permission of instructor. (SP, even SU)

334 History of Western Music IV (3:3). History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythma dn blues, rock and roll, and Native American music. Pr. 333, or permission of instructor. (SP)

343 Music of the Non-Western World (3:3). Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and the Americas. *[NW, CNW].* * (FA,SP,SU)

344 Afro-American Music (3:3). Historical survey of the musical contributions of Black Americans beginning with oral traditions of Africa and culminating with jazz and music of contemporary Black American composers. Does not require previous musical training. *

350 Electronic Music (3:2:2). Introductory course in electronic composition. Lecture and laboratory

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experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments. Pr. junior standing or permission of instructor.* (FA,SP)

355 **Computers and Electronic Media in the Music Classroom (1:0:2).** Experience in the use of computers including software packages and electronic technology for successful use in music teaching. Pr. admission to the School of Music. (SP)

356 **General Music in the Secondary Schools (2:2:1).** An overview of current approaches to teaching general music in middle and secondary school (6-12) with emphasis on teaching strategies and materials. Includes supervised teaching practicum. Pr. junior standing or permission of instructor. (SP)

357 **Marching Band Techniques (2:2:1).** Study of marching band techniques, including drill design, auxiliary units, personnel & equipment management. Pr. junior standing or permission of instructor. (FA)

358 **Jazz Arranging I (3:3).** Beginning study of language and techniques employed in arranging music for various jazz ensembles. Pr. 201, 205. (Odd FA)

361 **Music for the Classroom Teacher (2:2:1).** Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. Pr. Junior standing or permission of instructor. (FA,SP,SU)

363 **Teaching Strings Laboratory (2:1:3).** Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. Pr. admission to School of Music or permission of instructor. (SP)

364 **Teaching Brass Laboratory (2:1:3).** Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. Pr. admission to School of Music or permission of instructor. (FA)

365 **Teachings Woodwinds Laboratory (2:1:3).** Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. Pr. admission to School of Music or permission of instructor. (FA)

366 **Teaching Percussion Laboratory (2:1:3).** Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. Pr. admission to School of Music or permission of instructor. (SP)

367a **General Music in the Elementary School (3:3:1).** An overview of music curriculum (K-5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum. Pr. junior standing or permission of instructor. (FA)

367b **Foundations of Teaching Instrumental Music (3:3:1).** Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. Pr. 363, 364, 365, 366, junior standing, or permission of instructor. (SP)

368 **Band Instrument Repair (1:0:3).** Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. Pr. instrumental methods courses and/or performance knowledge of band instruments. (SP)

372 **Instrumental Conducting I (1:0:2).** Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication. (FA)

375 **Opera Performance Techniques (2:2:2).** Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre. May be repeated for credit. Pr. consent of instructor. (FA)

380 **Women's Choir (1:0:3).** Choral organization for graduate and undergraduate women's voices. May be repeated for credit. Membership by audition. (FA,SP)

381A **Men's Glee Club (1:0:3).** Choral organization for graduate and undergraduate men's voices. May be repeated for credit. Membership by audition. (FA,SP)

381B **Women's Glee Club (1:0:3).** Choral organization for graduate and undergraduate women's

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voices. May be repeated for credit. Membership by audition. (FA,SP)

382 **University Chorale (1:0:4).** Mixed choral organization of approximately 50 graduate and undergraduate singers. May be repeated for credit. Membership by audition. (FA,SP)

383 **Symphonic Chorus (1:0:3).** Mixed choral organization. May be repeated for credit. Membership by audition. (FA,SP)

384 **Keyboard Accompanying (1:0:3).** Class discussion, study, and performance of literature for voice and/or instruments with keyboard accompaniment. Fulfills large ensemble requirement for keyboard performance majors in semester of enrollment. May be repeated for credit 4 semesters. (FA,SP)

388 **Chamber Singers (1:0:3).** Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers. May be repeated for credit. Membership by audition.

391 **University Symphony Orchestra (1:0:4).** Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. Membership by audition. May be repeated for credit. (FA,SP)

393 **University Wind Ensemble (1:0:4).** Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. May be repeated for credit. Membership by audition. (FA,SP)

394 **University Concert Band (1:0:3).** Performance of literature from all eras, including contemporary works for this medium. May be repeated for credit. (FA,SP)

395 **Jazz Laboratory Ensemble (1:0:3).** Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. May be repeated for credit. Membership by audition. (FA,SP)

396 **Small Ensemble (1:0:3) or (1:0:2).** Participation by advanced students in trios, quartets, and other ensembles appropriate to the performance area. Includes Collegium Musicum, Honors Wind, Jazz Ensemble, 20th-Century Players, Percussion Ensemble, Opera Chorus (spring semester), Show Choir. May be repeated for credit. Membership by audition. (FA,SP)

400 **Recital (0).** Presentation of a varied program of music. Co. 451. (FA,SP,SU)

403 **String Instrument Pedagogy (3:3).** Survey of methods and materials utilized in the teaching and performing of string instruments Pr. MUS 351 performance level on bowed string instrument or permission of instructor. (Odd SP)

404 **Woodwind Pedagogy (3:3).** A survey of methods and materials utilized in the teaching and performing of woodwind instruments with special focus on the principal instrument. Pr. MUS 351 performance level on principal woodwind instrument or permission of instructor. (Even SP)

407 **Brass Instrument Pedagogy (3:3).** Survey of methods and materials utilized in the performance and teaching of brass instruments. Pr. MUS 351 performance level on principal brass instrument or permission of instructor. (Odd FA)

408 **Percussion Pedagogy (3;3).** Survey of methods and materials utilized in the teaching and performing of percussion instruments. Pr. MUS 351 performance level as percussion major or principal or permission of instructor. (Odd SP)

409 **Jazz Pedagogy (3:3).** Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials. Pr. MUS 202, 206, or consent of instructor. (Even FA)

419 **Choral Laboratory II (2:1:2).** Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 206 or consent of instructor, 319 or 372; 380, 381, 382, or 383. (SP)

464 **Choral Music in the Secondary School (3:3:1).** Survey of choral music instruction in secondary school, including evaluation of materials, development of teaching and rehearsal strategies, and organization of choral music program; includes supervised teaching practicum. Required of all choral/general music education majors. Pr. senior standing or permission of instructor; admission to Teacher Education. (FA)

465 **Student Teaching in Music (10).** Intensive, field-based internship in school music education. Includes practical applications of previous coursework in supervised settings. Pr. 464 or 467, senior standing, admission to the professional semester for student teaching, concurrent registration in 466, 468, 469. (FA,SP)

466 Seminar for Student Teachers (0:0:1). Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Required: student teachers. Pr. concurrent enrollment in 465, 468, 469. (FA,SP)

467 Instrumental Music in the Schools (3:2:2). Methods of teaching instrumental music, including study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. Pr. senior standing, 363, 364, 365, 366, 367B; admission to teacher education. (FA)

468 Teaching Music in a Multicultural Population ((1:1). Seminar for prospective music teachers to develop understanding and teaching strategies for students in a broad spectrum of ethnic groups. Pr. concurrent enrollment in MUS 465 or permission of instructor. (SP)

469 Teaching Music to the Exceptional Child (1:1:1). Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments. Pr. concurrent enrollment in MUS 465 or permission of instructor. (SP)

472 Instrumental Conducting II (2:1:2). Advanced conducting techniques, with emphasis on instrumental conducting. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330). (FA,SP,SU)

497 Directed Study in Music (1 to 3). Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Division Chairman and Dean of School of Music. Course may be repeated for credit. A, Directed Study in Music Education; B, Directed Study in Performance, Composition, Theory; C, Directed Study in Music History and Literature. Pr. consent of supervising professor, Division Chairman and Dean of School of Music. (FA,SP,SU)

For Advanced Undergraduates and Graduate Students

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule. 600 level courses are not available for undergraduate students unless qualified for dual registration.

500 Organ Pedagogy (3:3). A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. Pr. junior, senior, or graduate keyboard major or principal. (Not offered every year.)

501 Piano Pedagogy I (3:3). Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students. Pr. keyboard principal or major or consent of instructor. (Even FA)

502 Piano Pedagogy II (3:3). Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. Pr. keyboard principal or major or consent of instructor. (Odd SP)

507 Modal Counterpoint (3:3). Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. Pr. 202 and 206 or consent of instructor. (SP)

508 Tonal Counterpoint (3:3). Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. Pr. 202 and 206 or consent of instructor. (FA)

509 Analysis and Interpretation of Music (3:3). Principles of musical interpretation as applied to representative works from eighteenth, nineteenth, and twentieth centuries. Emphasis on derivation of rational bases for interpretive decisions, based on musical analysis. Pr. 301 or consent of instructor. (Not offered every year.)

511 History of Opera (3:3). Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. Pr. 331, 332 and 333 or consent of instructor. * (Odd SP)

513a, 514a Song Repertory I, II: Voice (1:0:2), (1:0:2). Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder

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from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior, and graduate music majors. Pr. Voice 251 and courses in the grammar and/or the phonetics of the language (German for 513a, French for 514a), or consent of instructor. (513a-FA, 514a-SP)

513b, 514b Song Repertory I, II: Piano (1:0:2), (1:0:2). Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior, and graduate music majors. Pr. Piano 251 or consent of instructor. (513b-FA, 514b-SP)

515 Piano Literature I (3:3). Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources. Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor. (Odd FA)

516 Piano Literature II (3:3). Survey of piano literature from ca. 1825 to present. Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor. (Even SP)

521 History of Art Song (3:3). Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. Pr. 333 or consent of instructor. * (Even SP)

522 Guitar Literature (3:3). Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. Pr. two years of classical guitar study or equivalent.* (Not offered every year.)

523 Woodwind Chamber Literature (3:3). A survey of woodwind ensemble repertoire from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. Pr. 300 level in woodwind or horn performance studies or consent of instructor. (Even FA)

527 Performance Practices of Western Music (3:3). Investigation from Middle Ages to present of the problems of performing music in historically correct manner. Emphasis on theoretical writings and on comparison of performances. Pr. 331, 332, and 333 or consent of instructor. * (Not offered every year.)

528 Choral Music since 1750 (3:3). Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. Pr. 332, 333 or consent of instructor. * (Even FA)

529 Renaissance Music (3:3). Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. Pr. 331 or consent of instructor.* (Even SP)

530 The Baroque Period in Music (3:3). Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. Pr. 332 or consent of instructor.* (Even FA)

531 Classicism and Romanticism in Music: 1750-1850 (3:3). Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. Pr. 333 or consent of instructor.* (Odd SP)

532 The Post-Romantic Tradition in Music: 1850-1914 (3:3). Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. Pr. 333 or consent of instructor.* (Odd FA)

533 Twentieth-Century Music c. 1890-1950 (3:3). Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. Pr. 333 or consent of instructor.* (Even SP)

534 Music Since 1945 (3:3). Study of creative trends and issues in music and related media in Europe and the United States since World War II. Pr. 333 or consent of instructor. (Even FA)

535 Percussion Literature (3:3). Survey of percussion literature from the medieval era to the

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present emphasizing the role of percussion in various musical settings. Pr. Upper division undergraduate and graduate percussion majors. (Even SP)

536 **Band Literature (3:3).** Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe.* (Odd SP)

537 **String and Keyboard Chamber Literature (3:3).** Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. Pr. Upper division undergraduate or graduate standing in performance studies or consent of the instructor. (Odd FA)

538 **The Symphonic Tradition (3:3).** Advanced study of symphonic styles and techniques from Baroque era to present. Pr. 332, 333 or consent of instructor.* (Even SP)

539a, 539b **Advanced Conducting (3:3), (3:3).** Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 539a: Instrumental; 539b: Choral/Instrumental. Pr. 472 or 419; consent of instructor required. (539a-FA, 539b-SU)

540 **Piano Teachers' Seminar (3:3).** Piano literature, technique, and interpretation for teachers of piano. Specific course content described with each offering of the seminar. May be repeated for credit by degree students once. (Not offered every year.)

541 **Principles of Vocal Pedagogy (3:3).** Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. Pr. senior or graduate standing as a voice major or principal or consent of instructor. (FA)

543 **Music for Exceptional Children (3:3).** Review of learning styles of exceptional children and implication for providing realistic musical activities in the classroom. Emphasis placed on musical goals and developing musical skills with special learners. Pr. 361 or consent of instructor. (FA)

544 **Contemporary Trends in Music Education (3:3).** Current philosophies and concepts which are influencing forces in contemporary music education practices, methods, and materials. Investigation into social psychology of music as it applies to existing musical organizations and classes in public schools. (SP)

545 **Teaching Elementary Music: Theory and Practice (3:3).** Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of the application of current child development and learning theories in teaching elementary general music. Pr. Music teaching experience in elementary school OR the equivalent of MUS 465a. (Not offered every year.)

550 **Electronic Music (3:2:2).** Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience.* (FA,SP)

555 **Computer Applications in Music Research and Instruction (3:3).** Study and utilization of computer hardware and software (including programming languages) for projects related to music research and instruction. (SP)

558 **Jazz Arranging II (3:3).** Advanced study of techniques and disciplines employed in arranging for jazz ensembles. Pr. 201, 202, 203, 205, and 206 or graduate standing in music theory. (Even SP)

560 **History of Jazz (3:3).** Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. Pr. 206, 301, 331, 332, 333. (Even SP)

563 **Band Arranging (3:3).** Arranging, editing, and rescoring for concert and marching bands for performance at various levels. (Not offered every year.)

566 **Orchestration (3:3).** Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments. (Not offered every year.)

567 **Choral Arranging (3:3).** Advanced study of techniques and procedures required in arranging and in creative writing for voice. (Not offered every year.)

568 **Organ Literature (3:3).** Survey of organ literature from sixteenth century to present. (Not offered every year.)

570 **Piano Technique, A Pedagogical Survey (3:3).** A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. Pr. 300 level

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or above in piano performance studies, or consent of the instructor. (Even FA)

571 String Solo Literature (3:3). Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. Pr. upper division and graduate string students, or consent of instructor. (Even FA)

572 Woodwind Solo Literature (3:3). Survey of solo woodwind literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. Pr. 300 level or above in woodwind performance studies or consent of instructor. (Odd FA)

573 Brass Solo Literature (3:3). Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. Pr. 300 level or above in brass performance studies or consent of instructor. (Even SP)

574 Twentieth-Century Vocal Techniques (2:2). Performance practices in twentieth-century vocal music, including an overview of the literature, learning and rehearsal procedures, and information about contemporary notation. Pr. 301, 331, 332, 333 or consent of instructor. (Not offered every year.)

578 Orff in the Music Classroom (3:3). Practical experiences in the Orff-Schulwerk method of music teaching. Recorder proficiency, Orff instrumental technique and orchestration for Orff instrumentarium are emphasized. Pr. advanced undergraduate or graduate standing in music or consent of instructor.

579 Music Education Workshop (1 to 3). Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis for the course will vary as announced. May be repeated one time for credit if topic differs. Grade: Satisfactory/Unsatisfactory, S/U. Pr. consent of School of Music, to be based upon appropriate academic or professional training.

For Graduate Students Only

588 Chamber Singers (1:0:3).

595 Jazz Laboratory Ensemble (1:0:3).

596 Small Ensemble (1:0:3).

600 Recital (0).

601 Research Methods in Music (3:3).

602 Research Seminar in Music History (3:3).

603 String Instrument Pedagogy (3:3).

604 Woodwind Instrument Pedagogy (3:3)

605 The Measurement of Musical Behavior (3:3).

606 Seminar in Music Literature (3:3).

607 Brass Instrument Pedagogy (3:3).

608 Percussion Instrument Pedagogy (3:3).

609 Jazz Pedagogy (3:3).

610 Lecture-Demonstration (2:1).

611 Seminar in Musical Analysis (3:3).

615 Nineteenth-Century Piano Literature (3:3).

616 Techniques of New Music for Piano (3:3).

618 Psychology of Music (3:3).

619 Acoustics of Music (3:3).

620 Seminar in Piano (3:3).

621 Seminar in Vocal Literature (3:3).

622 Seminar in Choral Literature (3:3).

628 Choral Music of the Renaissance and Baroque (3:3).

629 Choral Laboratory III (2:1:3).

630 The Study of Phonetics as Applied to Singing (3:3).

641 Advanced Vocal Pedagogy (3:3).

644 Pedagogy of Theory (3:3).

650 Seminar in Music Education (3:3).

653 Music Supervision (3:3).

660 Theory and Analysis of Rhythm (3:3).

661 Advanced Analytical Techniques (3:3).

662 Schenkerian Analysis (3:3).

675 Opera Performance Techniques (2:2:2).

680 Women's Choir (1:0:3).

681A Men's Glee Club (1:0:3).

681B Women's Glee Club (1:0:3).

682 University Chorale (1:0:4).

683 Symphonic Chorus (1:0:3).

685 Seminar on Opera Direction and Production (3:2:3).

688 Chamber Singers (1:0:3).
690 Readings in Music Theory (3;3).
691 University Symphony Orchestra (1:0:4).
693 University Wind Ensemble (1:0:4).
694 Univeristy Concert Band (1:0:3).
697 Directed Study in Music (1 to 6).
698 Document in Music Theory (1).
699 Thesis (3 to 6).
702 Musicological Research for Performers (3:3).
750 Doctoral Seminar (3:1:4).
797 Directed Study in Music (1 to 12).
799 Dissertation (1 to 12).
800 Graduate Registration (0).
801 Graduate Registration (0).

School of Nursing

112 Moore Building

Lynne G. Pearcey, Professor and Dean

Virginia B. Karb, Associate Professor and Assistant Dean

Maija L. Selby-Harrington, Professor and Director of Research

Professors Bartol, Chamings; Associate Professors H. Brown, Dick, Hargett, Newbern, Reed, R. Saunders; Visiting Associate Professor Evans; Assistant Professors Allred, Barba, Courts, Kennedy-Malone, E. Kohlenberg, Krowchuk, R. Parrish, Richardson, Tesh, R. Taylor, Werstlein; Visiting Assistant Professors Bruton-Maree, J. Jones, Leonard, Lutz, Maree; Lecturers Bartlett, Beeson, Boland, Clapp, Cowen, Deans-Hums, Eakes, Greenway, Hancock, Lehman, Mayo, McNeal, Sandoval, Saxon, Sumner, VonCannon, Watters

Adjunct Faculty: *Adjunct Associate Professors Hollerich, Schrull, Woodard; Adjunct Assistant Professors Adams, Beach, Bokun, Boschen, Consalvo, Crowe, Dickson, Donley, Fonville, Hardin, Hayes, Higgerson, Ivey, Jarrett-Pulliam, Jung, Kiser, Knight, Lawrence, Liner, Lundrigan, Maringer, Mooth, Payne, Robins, B. Smith, F. Smith, Suggs, Thompson, Winchester; Adjunct Instructors Beard, Bensky, Bernhardt, Brockschmidt, Calhoon, Campbell, Cramer, Geddie, Hauser, Herriott, Hoke, Ianonne, Koontz, Krissak, Longenecker, Louie, Merritt, Moon, Moser, Nudelman, Peele, Quarles, Ripley, Scott, Simeonsson, N. White*

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, humanities, and basic nursing. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice.

Accreditation

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

Philosophy

The faculty believes that people, existing as individuals, families, groups, and communities, are holistic, complex biological, psychological, social, cultural, and spiritual beings. Each person is unique and possesses inherent dignity, worth, and the right to self-determination. While human responses are individualized, many can be generalized and predicted. Throughout the life span, people have potential for growth and development.

A person dynamically interacts with the environment, and each is affected by the other. The environment is the sum total of all those conditions and circumstances that have an impact on the existence of an individual. The environment constantly changes and influences a person's health.

Health is a relative state of being which is characterized by wellness, illness, disease, or dysfunction. Any view of health must consider both developmental and environmental influences. A person uses both internal and external resources to achieve the desired level of health. Nursing is one of the external resources available.

Nurses use knowledge and skill in working with people to promote, maintain, and restore the balance between them and their environment, and when necessary, to support a dignified death.

Professional nursing has both theoretical and practice components. Nursing's body of knowledge incorporates biological, behavioral, and humanistic principles. The practice component is characterized by critical thinking, scientific inquiry, and effective interpersonal and psychomotor skills. Nurses function independently and interdependently in a variety of roles and are ethically and legally accountable for the quality of nursing care they provide.

The faculty believes that professional nursing education, built upon a foundation of liberal arts and the biological and social sciences, guides the learner to attain competencies required to practice professional nursing. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as specialists in nursing practice. Nursing education respects the uniqueness of the learner and encourages commitment, accountability, leadership, self-awareness, and continued professional development.

Admission

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing.

Criteria for Admission:

1. Overall grade point average above 2.0
2. A grade of "C" or better in each of the following courses: BIO 271, 277, 280; HDF 211; NUR 210, 220; PSY 221; SOC 355 or HDF 212
3. No more than two of the above prerequiste courses may be repeated to attain a grade of "C" or better. Prerequisite courses may be repeated only one time.
4. Admission to the upper division is contingent upon receipt of a satisfactory evaluation signed by the student's physician of the applicant's physical and emotional health to provide nursing care. Forms will be sent to the applicants during the spring semester and must be completed and on file in the School of Nursing by the following August 1.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

RN's interested in completing the BSN degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 hours required for graduation. The Registered Nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 semester hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a "C" or better in NUR 370 and 371 and a passing rate for the special examinations to be admitted into the 400-level nursing courses. Registered nurse students must provide evidence of graduation from a basic nursing program prior to enrolling in NUR 370 and

371, and current, active, unrestricted N.C. licensure prior to admission to the 400-level courses. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

1. A student must earn a grade of "C" or better in all required nursing courses at the 300-level before proceeding to the 400-level courses, and must earn a grade of "C" or better in all required 400-level courses in order to graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Only one nursing course may be repeated in the nursing major. A nursing course may be repeated only once to attain a grade of "C" or better.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of "F".

Appeal Procedure Related to Progression Policies

Students who fail to meet the progression policies because of extenuating circumstances may petition the Admission and Progression Committee for consideration of their eligibility to continue in the major. Responsibility for initiating the appeal process and presenting evidence of extenuating circumstances lies with the student.

General Information

1. Nursing majors are required to purchase uniforms - estimated cost is $150. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Before beginning clinical courses, students are required to furnish the School of Nursing with evidence that they have secured liability insurance covering their actions as students while having clinical activity/practicum experiences. Students may obtain coverage through the School of Nursing's group policy at a cost of approximately $15 per academic year. Insurance obtained through the School's group policy does not cover students for part-time work or work during vacations.
3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Achievement tests will be administered during the junior and senior years. Students are responsible for the cost of the examinations, approximately $50 per year.
5. Students admitted to the major must provide evidence of the following by August 1 (forms will be sent to students earlier in the summer):
    a. a tuberculin Mantoux skin test (or chest x-ray if skin test is positive) - annual requirement.
    b. a tetanus toxoid immunization - every ten years.
    c. Rubella and Measles evidence as required by the University.
    d. History of Mumps or Mumps immunization.
    e. Chicken Pox history. Some agencies require a titre for students with negative history.
    f. Completion of the first Hepatitis B immunizations. By the start of the second year of clinical, completion of the Hepatitis B series.
    g. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.

6. Students admitted to the major must provide evidence (annual requirement) that they are certified to perform cardiopulmonary resuscitation (CPR).
7. Registered Nurse students are responsible for the items listed under "General Information" on p. 311, with the following modifications:
   a. Registered Nurses are not required to purchase uniforms, but must wear identifying name tags and lab coasts or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
   b. Registered Nurses are not required to purchases the School of Nursing group liability policy if they have a personal liability policy with $1 million/$3 million limits. Liability insurance must be current, and copies of the policy limits must be on file in the School of Nursing prior to clinical.
   c. End-of-the-program tests may be required, at an approximate cost to the student of $20. Achievement tests are not required.
   d. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization forms should stop by the Advising Center of the School of Nursing to obtain the forms.
8. Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.
9. Substitutions for prerequisite courses may be made with prior approval from the School of Nursing.
10. Qualified students are encouraged to take Honors courses in the arts and sciences.
11. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for BIO 111 which is prerequisite for BIO 271, 277, and 280.
12. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 and 110 (fall semester) or take CHE 104 and 110 (spring semester).
13. Placement in a student's first 100-level mathematics (MAT, CSC, or STA) course is determined by a required placement exam.
14. Students are responsible for policies in the UNCG Policies for Students, including the "Policy on Dismissal of Students who Present Physical and/or Emotional Problems that do not Respond to Treatment", and the "Policy on Unsafe Practice".

Scholarships

Procedures and requirements for undergraduate scholarships are described in Chapter 7.

Nursing Major (Bachelor of Science in Nursing)

REQUIREMENTS

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Nursing Major are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) **Required:** PHI 119 or 220	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3

4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: STA 108
6. Natural Science (NS) 6
   Required: BIO 111; CHE 103 or 104 and 110L
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221; SOC 211
10. World Literature (WL) 3
11. AULER Electives 6
    Required: FNS 213; HDF 211

See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

1. NUR 210, 220, 310, 320, 340, 360, 380, 410, 420, 430, 440
2. BIO 271, 277, 280; SOC 355 or HDF 212.

Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above, with the exceptions of PHI 119 or 220, STA 108, FNS 213, and electives, should be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most course requirements completed prior to entering the upper division major.

Course Requirements for Special Student Populations

Licensed Practical Nurse Students seeking a BSN: same as for the BSN program outlined above, with the following exception

May earn credit (6 s.h.) for the following courses by examination: NUR 210 and 380.

Students pursuing the BSN as a second degree:

1. Satisfactory completion of courses in anatomy and physiology, NUR 210, and NUR 220 prior to entering the upper division major. Second degree students must also apply for admission to the upper division major.
2. Completion of other University requirements for the degree.
3. Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 420, 430, 440).

Registered Nurse Students seeking a BSN:

1. Satisfactory completion of NUR 370 and 371.
2. May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380. The cost of taking the exams one time is approximately $150. There is an additional charge to the student for posting credit to the transcript.
3. Satisfactory completion of NUR 470, 471, 472, one NUR elective, and one other elective, approved by the advisor.
4. Completion of the AULER requirements (see pp. 48-49 of *Bulletin*).

5. Completion of sufficient electives to earn a minimum of 122 semester hours.
6. Completion of other University requirements for the degree.

NURSING COURSES (NUR)

For Undergraduates

210 Concepts in Nursing (4:3:3). Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. Pr. sophomore standing; overall GPA over 2.0. (FA)

220 Nursing Assessment of Well Individuals (4:3:3). Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information. Pr. completion of BIO 271 or 277; overall GPA over 2.0. Corequisite: concurrent enrollment in BIO 271 or 277, whichever has not been completed. (SP)

***310 Nursing Care of Individuals with Psychosocial Problems (5:3:6).** Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings. Pr. NUR 210, 220.

***320 Nursing Care of Adults: Common Physiological Problems (5:3:6).** Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings. Pr. NUR 210, 220.

330 Health of Women (3:3). Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Elective credit for nursing majors.) (Same as HEA 333)

***340 Nursing Care of the Developing Family (5:3:6).** Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children. Pr. NUR 210, 220.

345 Basic Health Management of Children (3:3). Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age. Pr. HDF 211.

***360 Nursing Care of the Emerging Family (5:3:6).** Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns. Pr. NUR 210, 220.

370 Concepts of Professional Nursing (3:3:0). Study of basic concepts in professional nursing.

371 Nursing Health Assessment (2:1:3). Study of the assessment of individuals over the life span. Laboratory activities promote the develoment of nursing assessment skills.

380 Nursing Skills (2:1:3). Introduction and practice of nursing skills necessary for care of clients in clinical settings. Pr. 210 and 220.

405 Pharmacology in Nursing (3:3). Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology. Pr. admission to the School of Nursing or permission of instructor.

***410 Nursing Care of the Community of Older Adults (6:3:9).** Nursing care of older adults: theories of aging, physiological/ psychological functioning, impact of developmental changes, illness, and dysfunction. Clinical activities in agencies where care is provided for older adults. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

***420 Nursing Care in the Community (6:3:9).** Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. Clinical activities in community health agencies. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

***430 Nursing in Complex Organizations (6:3:9).** Nursing care of groups in complex acute-care settings. Emphasis on nurse's role in research, team membership, and professional growth. Clinical activities encourage development of basic leadership and organizational skills. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

*440 **Nursing Practicum (6:1:15).** A concentrated five-week practicum in a clinical area of the student's choice. Students simulate role of the employed graduate under the guidance of a selected nursing preceptor. Pr. NUR 410, 420; pr. or concurrent enrollment in NUR 430. (SP)

*470 **Community Health Nursing Concepts and Care ((5:3:6).** Nursing care of individuals, families, and groups within the community settings. Focus on implementation of community health nursing services. Clinical activities in a variety of community health agencies. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.

*471 **Nursing Care of the Older Adult (5:3:6).** Nursing care of older adults considering theories of aging, developmental, physiological/psychological functioning, common health problems, and resources. Clinical experiences in a wide variety of agencies involving older adults. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.

472 **Nursing Research and Leadership (3:3).** Professional nurse's role in applying principles of research, leadership, and management in health care organizations. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.

492 **Independent Study (1-3:1-3).** Guided readings in nursing as an individual project designed with a focus on the nursing profession and/or nursing practice. Approval must be granted by a nursing faculty member prior to registration. Course offering is dependent on faculty availability.

493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 330).

For Advanced Undergraduates and Graduate Students

505 **Computer Applications in Nursing (3:2:3).** An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs. Not recommended for Nursing Administration majors. Pr. Basic understanding of microcomputers or permission of instructor.

540 **Budget Development and Analysis of Nursing Services (3:3).** An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

542 **Law and Policy for Nurses (3:3).** Legal, regulatory, professional, and ethical dimensions of nursing practice and health care delivery systems.

550 **Pathophysiology for Advanced Nursing (3:3).** The physiological changes across the life span and common pathophysiological mechanisms.

562 **Advanced Nursing Leadership Role (3:3).** Development of the leadership and management roles in specialized areas of advanced nursing practice.

563 **The Aged Developmentally Disabled (3:3).** Healthcare needs of older developmentally disabled persons. Holistic model incorporating the belief that developmentally disabled can continue to learn as they age. Pr. Undergraduate level psychosocial nursing course or special education courses and permission of the instructor.

564 **The Elderly Mentally Ill Client (3:3).** A holistic approach to nursing practice with the elderly mentally ill using theories of psychological functioning, and socio-economic conditions. Pr. Undergraduate level psychosocial nursing course or equivalent course and practicum.

580 **Psychoneuroimmunological Aspects of Nursing (3:3).** Emerging mind-brain-body interactions. Information transmission among the mind, neuroendocrine and immune systems related to nursing. Pr. senior or graduate status in nursing or permission of instructor. (Formerly NUR 680)

For Graduate Students Only

601 **Research Design for Nursing (3:3).**

604 **Nurse Anesthesia Seminar (1:1).**

605 **Scientific Foundations in Nurse Anesthesia I (4:4).**

606 **Scientific Foundations in Nurse Anesthesia II (4:4).**

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

607 Scientific Foundations in Nurse Anesthesia III (4:4).

608 Scientific Foundations in Nurse Anesthesia IV (4:4).

610 Theoretical Foundations of Advanced Nursing Practice (3:3).

614 Information Systems in Nursing Service Administration (3:3).

615 Foundations of Nursing Education (3:3).

616 Educational Process in Nursing (3:3)

620 Issues in Advanced Professional Nursing (3:3).

635 Critical Care Clinical Nurse Specialist I (4:2:6)

636 Critical Care Clinical Nurse Specialist II (4:2:6).

637 Critical Care Clinical Nurse Specialist Practicum (4:1:9).

638 Expanded Roles in Nursing (3:3).

641 Nursing Administration (4:4).

642 Nursing Administration: Theoretical Applications (4:2:6).

643 Nursing Administration Practicum (4:1:9).

651 Advanced Clinical Nursing I (4:2:6).

652 Advanced Clinical Nursing II (4:2:6).

653 Practicum in Nursing Education (4:1:9).

661 Scope of Gerontological Nursing (3:3).

662 Nursing Assessment of the Older Adult (4:3:3).

663 Gerontological Nursing Practicum (5:0:15).

664 Practicum: Psychogeriatric/Developmental Problems of Elders (3:3).

665 Gerontological Nurse Practitioner Practicum I (4:0:12).

666 Primary Care Management for Older Adults (4:3:3).

667 Gerontological Pharmacotherapeutics for Nurse Practitioners (3:3).

668 Gerontological Nurse Practitioner Practicum II (6:0:18)

671 Clinical Practicum in Nurse Anesthesia I (3:0:9).

672 Clinical Practicum in Nurse Anesthesia II (3:0:9).

673 Clinical Practicum in Nurse Anesthesia III (6:0:18).

674 Clinical Practicum in Nurse Anesthesia IV (3:0:9).

675 Clinical Practicum in Nurse Anesthesia V (3:0:9).

681 Psychiatric and Mental Health Nursing I (4:3:3).

682 Psychiatric and Mental Health Nursing II (4:2:6).

683 Psychiatric and Mental Health Nursing III (4:1:9).

692 Independent Study (1 to 3).

698 Advanced Nursing Project (1 to 3).

699 Thesis (1 to 3).

800 Graduate Registration (0).

801 Graduate Registration (0).

Chapter 5
Special Academic Programs

Freshman Seminars Program

Freshman Seminars are small discussion classes that introduce students to various areas of study in the All-University Liberal Education Requirements (AULER). Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the Center for Critical Inquiry in the Liberal Arts, 100 Foust Building (x3186).

Freshman Seminar Courses (FMS)

101 Freshman Seminar in Historical Perspectives on Western Culture - I (3:3). Introduction to the historical study of western culture from ancient times through the Reformation. *[HP, CHP-CPM].*

102 Freshman Seminar in Historical Perspectives on Western Culture - II (3:3). Introduction to the historical study of western culture from the 17th century through modern times. *[HP, CHP-CMO].*

103 Freshman Seminar in Reasoning and Discourse (3:3). Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading. Equivalent credit to ENG 101; students may not receive credit for both FMS 103 and either ENG 101 or RCO 101. *[RD, CRD].*

104 Freshman Seminar in Natural Science (3:3). Introduction to the scientific study of the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses. *[NS, CLS or CPS].*

104L Laboratory for Freshman Seminar in Natural Science (1:0:3). Laboratory work to accompany FMS 104. Pr: concurrent registration in FMS 104. *[NS, CPS or CLS].*

105 Freshman Seminar in Fine Arts (3:3). An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre). *[FA, CFA].*

106 Freshman Seminar in Analytic and Evaluative Studies (3:3). An introduction to the abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religion, and cultural anthropology. *[AE, CAE].*

107 Freshman Seminar in World Literature (3:3). A study of major works in the literature of countries other than Britain and the United States. *[WL, CWL].*

108 Freshman Seminar in Social and Behavioral Studies (3:3). Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas. *[SB, CSB].*

109 Freshman Seminar in Non-Western Studies (3:3). Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions. *[NW, CNW].*

110 Freshman Seminar in British or American Literature (3:3). A study of selected major works in the literature of Britain or the United States. *[BL, CBL].*

HONORS PROGRAM

The Honors Program offers highly qualified students an opportunity to pursue a unique course of study that is both intellectually stimulating and challenging. The Program is not designed to be a major. Thus students in the Honors Program must complete the requirements for one of the academic or professional programs offered in the University. The Honors Program is, however, designed to be compatible with all major and professional programs and generally adds only a few additional hours to the four-year plan.

The Honors Program provides a strong base in the liberal arts leading to more specialized and independent work as students progress toward the bachelor's degree. It consists of three parts.

1. In their first two years students take Honors Core Seminars, courses specially designed for the Program that explore fundamental areas of study in natural sciences, social sciences, art and literature, and analytical and evaluative studies.

2. Students must enroll in at least six additional hours of designated Honors courses. These may consist of honors sections of regularly-scheduled courses meeting College and University general education requirements (e.g. Introduction to Sociology, Mythology, etc.), upper division Honors seminars, disciplinary work offered through departments and schools, or independent studies conducted under the direction of a faculty member. This component of the Program is designed to provide students with flexibility in coordinating Honors with the requirements of their major programs.

3. The final component of the program is the Senior Honors Thesis. Required of all students completing the Program, the senior thesis covers a topic chosen by the student and is completed in the senior year.

Association with faculty and other Honors students in the Program is close, a welcome contrast to large impersonal lecture classes. Every aspect of the program provides special opportunities for exceptionally qualified students to grow intellectually through contact with a community of Honors students and faculty.

Honors Council

The program is under the general supervision of an Honors Council composed of faculty and students from the various schools of the University, as well as from the College of Arts and Sciences.

Ronald D. Cassell, Director of Honors Program, Department of History
Laurie White, Assistant Director of Honors Program, Department of English
Porter Aichele, Department of Art
Kate Barrett, Department of Exercise and sport Science
Bruce Caldwell, Department of Economics
Steven Danford, Department of Physics and Astronomy
Anthony Fragola, Department of Communication and Theatre
William Goode, Department of Romance Languages
Dee Irwin, Department of Curriculum and Instruction
Timothy Johnston, Associate Dean, College of Arts and Sciences, Ex Officio
Dennis Leyden, Department of Economics
Terry McConnell, Department of Philosophy
John Salmon, School of Music
Amy French, Student Member

Program Requirements

All students with an overall grade point average of 3.3 or above are eligible for admission to the Honors Program. Freshmen are admitted on the basis of high school standing, projected grade point average, S.A.T. scores or, exceptionally, through personal interview.

To complete the Honors Program:

a) eligible students must enroll in a minimum of **18 semester hours** of Honors courses;

b) 9 of the 18 must include three Honors Core Seminars from three of the four core seminar categories, except for junior transfers for whom the requirment is 6 of 18;

c) 3 of the 18 must be in Senior Honors Thesis.

The remaining 6 hours may include any other Honors course. There is no maximum number of courses in which a student may enroll. To remain in the program, students must maintain a cumulative UNCG grade point average of 3.3 or above. A student whose GPA falls below the minimum required may, at the discretion of the Director, continue in the program for a probationary period of one semester. Students who take the minimum required curriculum will have completed the Honors program and will have this accomplishment so recorded on their transcripts.

HONORS PROGRAM COURSES (HSS)

Honors Core Seminars (9 hrs required)

Honors Core Seminars may be used to meet liberal education requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Students completing the Honors Program must take three Honors Core Seminars, one each from three of the four categories described below. Specific topics will vary from year to year. The courses may be repeated for credit as topics change.

205a, b, c Aesthetic Dimensions of Culture (3:3). Studies in the arts (literature, painting, sculpture, music, architecture, theater, cinema, and dance) and their interpretation, drawing on the perspectives of culture, history and theory. Pr. 3.3 GPA or permission of the Director. *[HSS 205a — BL, CBL; HSS 205b — WL, CWL; HSS 205c — FA, CFA].*

206 Social and Political Dimensions of Culture (3:3). Influential texts, authors, movements, and critical issues or problems concerned with the conditions, mechanisms and aims of social life. Pr. 3.3 GPA or permission of the Director. *[SB, CSB].*

207a, b Scientific Dimensions of Culture (3:3). Critical examination of the impact of revolutionary advances in natural science on our understanding of nature and attitudes about humanity and society. Cannot substitute for introductory prerequisite in the major. Pr. 3.3 GPA or permission of the Director. *[HSS 207a — NS, CPS; HSS 207b — NS, CLS].*

208 Seminar in Analytical and Evaluative Studies (3:3). Analytic and evaluative studies of the search for basic knowledge that have informed systems of thought in intellectual history. Pr. 3.3 GPA or permission of the Director. *[AE, CAE].*

Honors Electives

220 Student Seminar (2:2). Students (usually eight to ten) agree on a general topic for a semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member directs the group's discussions. Not offered every year.

300 Interdisciplinary Honors Seminar (3:3). Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester. May be repeated for credit as topic changes.

400, 401 Senior Honors Seminar (3), (3). Provides qualified students the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level. Pr. Completion of the Honors Core Requirement or permission of the Director of the Honors Program.

Honors Directed Study

330 **Honors Independent Study (1 - 3).** Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline. May be repeated once for credit if the topic of study changes. Pr. 6 hrs. in Honors Core Seminars.

490 **Senior Honors Thesis (3 - 6).** Independent original scholarship in the student's primary area of interest completed under the supervision of a faculty member. Work culminates in an original essay, annotated creative work or performance, or scientific report, depending upon the area of specialization. While completing the Honors Thesis the student may not enroll in more than thirteen additional hours in either semester. Pr. 6 hrs. in Honors Core Seminars and approval of the Honors Council.

Departmental Honors Sections

Departments may offer special Honors sections of regularly-scheduled courses such as Introduction to Sociology (SOC 211), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc. Qualified students may enroll in Honors sections (designated by an "H" after the course number), even if they do not expect to complete the Honors Program. However, Honors sections may be used by students in the Program to complete the 18-hour minimum requirement.

xxx493 **Honors Work (3-6).** (See Departmental listings). Disciplinary Honors work providing students with advanced study of the primary literature in their area of specialization. Pr. 3.3 GPA in the major, 12 hours in the major.

600-Level Graduate Courses

Senior honors students may enroll in 600-level graduate courses subject to the approval of the head of the department in which the course is being offered. The Director of Academic Advising and the Dean of the Graduate School must countersign this approval.

MEDICAL TECHNOLOGY PROGRAM

Director: Dr. Robert Gatten, Department of Biology, 312 Eberhart Building
Coordinator: Reta Beck, Department of Biology, 322 Eberhart Building

UNCG students interested in medical technology have two programs of study from which to choose:

1. A four-year program leading to the Bachelor of Science in Medical Technology.
2. A five-year program which includes receipt of a bachelor's degree with a major in either Biology or Chemistry and the completion of an additional 12 months of study in a School of Medical Technology which has been approved by the Committee on Allied Health Education and Accreditation (CAHEA).

Because the recommended courses of study for both programs are essentially the same during the first year, students do not have to make a choice of programs until the end of the freshman year.

In either the four- or five-year program, students should complete the following courses during their freshman year or during the subsequent summer session: BIO 111, 112 and CHE 111, 112, 114, 115.

B.S.M.T. Four-Year Program

Students pursuing this degree program take their first three years of study at UNCG and then complete 12 months of study at one of the affiliated Schools of Medical Technology. The B.S.M.T. is awarded only after successful completion of the fourth year of study at one of the four affiliated clinical schools listed below. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion of the three-year UNCG program does not guarantee acceptance into the 12-month Medical Technology program at one of the affiliated hospitals. Students should apply for admission to an affiliated hospital school early in their junior year at UNCG.

A recommended outline for the four-year program leading to the B.S.M.T. follows.

MEDICAL TECHNOLOGY MAJOR (BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY)

Required: 124-149.5 semester hours

3 years at UNCG: 94 semester hours

12 months in the School of Medical Technology at one of the following:

Moses H. Cone Memorial Hospital in Greensboro, N.C.
Forsyth Memorial Hospital in Winston-Salem, N.C.
Baptist Hospital - Bowman Gray School of Medicine in Winston-Salem, N.C.
Carolinas Medical Center in Charlotte, N.C.

College of Arts and Sciences Liberal Education Requirements (CLER) (48-49 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

3-Year UNCG Program	Semester Hours
1. Analytic and Evaluative Studies (CAE)	3
2. British or American Literature (CBL)	3
3. Fine Arts (CFA)	3
4. Historical Perspectives on Western Culture (CHP/CPM or CHP/CMO)	3*
5. Mathematics (CMT)	3
6. Natural Science (CLS and CPS)	9-10
7. Non-Western Studies (CNW)	3
8. Reasoning and Discourse (CRD)	6
9. Social and Behavioral Sciences (CSB)	6*
10. World Literature (CWL)	3
11. Foreign Language	6

The Foreign Language requirement can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background.

*These areas reflect exemptions approved by the College of Arts and Sciences for this program as follows: Historical Perspectives on Western Culture (CHP), 3 hours, and Social and Behavioral Sciences (CSB), 3 hours. Only students in the 3 + 1 B.S.M.T. program are granted these exemptions; 4 + 1 program students are required to take the additional 6 hours for a total of 54-55 hours.

See pp. 53-54 for a complete description of the College requirements and pages 48-49 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. BIO 111, 112, 277, 355 or 392, 481, 483.
2. CHE 111, 112, 114, 115, 351, and either 352 and 354, or 331 and 333, or CHE 205 and CHE 331 and 333.
3. MAT 119 or 120 or 121 or 191 or 292 (MAT 191 is a prerequisite for MAT 292).
4. PHY 101 and 102, or 291 and 292, or 305.

Electives

Electives sufficient to complete total semester hours required for degree. See below for suggested electives.

Note: The B.S.M.T. program must include these minimum requirements: 16 semester hours in approved biology courses including a course in microbiology and immunology (BIO 481 fulfills both of these requirements); 16 semester hours in chemistry including one semester of organic chemistry; 3 semester hours in college level mathematics; and 3 semester hours in physics.

Suggested Sequence for the B.S.M.T. (3+1) Student

	Course	*Hrs*		*Course*	*Hrs*
Freshman year:					
Fall:	CPM or CMO	3	Spring:	CMT (Math)	3
	CHE 111	3		CHE 114	3
	CHE 112	1		CHE 115	1
	BIO 111	4		BIO 112	4
	CSB	3		CRD or FMS or RCO	3
	ESS	1		**Total**	**14**
	Total	**15**			
Sophomore year:					
Fall	Foreign Language *	3	Spring:	Foreign Language	3
	CAE	3		BIO 355**	3
	CHE 205	4		BIO 277	4
	BIO 355 or 392**	3		CWL	3
	CFA	3		CRD	3
	Total	**16**		**Total**	**16**
Junior year:					
Fall:	CHE 331	3	Spring:	PHY 305	4
	CHE 333L	1		BIO 483	3
	CSB	3		Elective	3
	BIO 481	4		CNW	3
	CBL	3		Elective	3
	Elective	3		**Total**	**16**
	Total	**17**			

Total Hours = 94

* Foreign language is "at appropriate level". If starting a new language, 101-102, if continuing a language, 203-204.

** Either BIO 355 or BIO 392 must be taken in the sophomore year in order to take BIO 481 and BIO 483 (which have a prerequisite of one of these courses) in the junior year. Both BIO 355 and 392 are taught in the Fall semester; BIO 355 is also taught in the Spring semester.

Suggested electives:
BIO 472 (Histology)
BIO 535 (Biochemistry)
BIO 583 (Virology) or 584 (Immunology) — alternate years
BIO 594 (Biotechnology)
A statistics course, a management course, a computer course

Students must take four Writing Intensive courses, including one at the lower level, one at the upper level, and one in the major (BIO 111 and 112 labs and BIO 481 are Writing Intensive).

Any student who is undecided about which degree to pursue (B.A. or B.S. in Biology or B.S.M.T.) should consult an advisor who can recommend courses within the curriculum that would minimize the time needed to switch from B.S.M.T. to the B.A. or B.S. in Biology.

Fourth-Year (12 month) Affiliated Hospital School Curriculum

The number of semester hour credits earned from the affiliated hospital schools which are applied toward a Bachelor of Science in Medical Technology degree at UNCG ranges from 30 to 55.5 hours.

The credit hours are earned from classes in the following course areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology)
Biochemistry and Isotopes
Clinical Microscopy
Hematology and Immunology
Blood Bank
Cytology and Cytogenetics
Basic Electronics, Instrumentation, Computer Technology
Ethics and Laboratory Management
Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds.

Five-Year Program

Students electing the five-year program earn a Bachelor of Arts or Bachelor of Science with a major in either Biology or Chemistry from UNCG. After graduation from UNCG they enroll in a School of Medical Technology approved by the Committee on Allied Health Education and Accreditation (CAHEA) for their fifth year of study.

Students electing the five-year program must take the same subjects listed as major requirements for the B.S.M.T. program. They must consult with the head of the department in which they are majoring or their faculty advisor in selecting other courses necessary to fulfill the B.A. or B.S. degree requirements.

Eligibility for certification, registration, or licensure does not come until the student completes the fifth year (12 months) of clinical training in a CAHEA-approved School of Medical Technology.

PREPROFESSIONAL PROGRAMS— DENISTRY, MEDICINE, AND VETERINARY MEDICINE

Advisory Committee

Robert E. Cannon, Chair of Advisory Committee and Associate Professor, Department of Biology
Rachel H. Allred, Assistant Professor, School of Nursing
R. Bruce Banks, Associate Professor, Department of Chemistry
C. Bob Clark, Professor, Department of Physics and Astronomy
Robert P. Doolittle, Director, Student Health Center
Edward McCrady, III, Associate Professor, Department of Biology
Walter L. Salinger, Professor, Department of Psychology

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. Other sources of information are current volumes of **Medical School Admission Requirements and Admission Requirements of American Dental Schools.**

The preprofessional programs constitute a core of courses which must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 111, 112); 2 semesters of general chemistry with laboratory (CHE 111, 112, 114, 115); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 101, 102 or 291, 292). A few schools (e.g., Duke) also require mathematics through Calculus (MAT 191, 292).

Other courses which are often recommended include Mammalian Physiology (BIO 277), Biochemistry (BIO 535 or CHE 556), Genetics (BIO 392).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Quantitative Analysis (CHE 331, 333).

The list of required courses for **veterinary schools** is considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (BIO 535 or CHE 556) and nutrition (FNS 213). Significant work experience with animals or in a veterinarian's practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Veterinary College Admission Test (VCAT). As of Fall 1992, no standardized test is required for the veterinary school at North Carolina State University.

Applications to professional schools are made a year before expected enrollment, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. Application materials are available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

PREPROFESSIONAL PROGRAM—ENGINEERING

Advisors

Robert B. Muir, Associate Professor, Department of Physics and Astronomy

A **two-year** pre-engineering curriculum is offered. This curriculum is planned for students who transfer to other institutions offering engineering programs. The pre-engineering program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A. & T. State University, North Carolina State University, and The University of North Carolina at Charlotte. Students interested in engineering **should contact the above advisor** as soon as possible, especially those who cannot take Mathematics 191 their first semester.

FRESHMAN YEAR

1st Semester

Courses	Semester Hours
ENG 101 or exemption	3
CHE 111, 112	4
MAT 119 or 191	3
Social Science or Humanities*	6
Exercise and Sport Science	1
	17

2nd Semester

ENG 102 or exemption	3
CHE 114, 115	4
MAT 191, 121 or 292	3
MAT 220	3
Social Science or Humanities*	3
Exercise and Sport Science	1
	17

SOPHOMORE YEAR

1st Semester

PHY 291	4
MAT 292 or 293	3
ART 222	2
ECO 201 or elective	3
CSC 130**	3
Exercise and Sport Science	1
	16

2nd Semester

PHY 292	4
MAT 293 or elective	3
Social Science or Humanities*	6-9
Exercise and Sport Science	1
	14-17

* Recommended Social Science or Humanities courses include one or more of the following: a beginning course in literature, history (200 level), history or philosophy of science, or commu-

nications (COM 101, 105, or 106). See the above advisor for details.

** The above advisor should be consulted regarding programming language choice.

PREPROFESSIONAL PROGRAM—LAW

Advisory Committee

Randolph Bulgin, Department of English
Converse Clowse, Department of History
Susan Haire, Department of Political Science
Frank Land, Department of Management
Terrance McConnell, Department of Philosophy
Jacquelyn G. White, Department of Psychology

Admittance to law school is primarily achieved through a favorable consideration of a student's grade point average, scores on the law school admission test (LSAT), and other materials furnished in an application for admission. Students who plan to attend law school may select their major from any academically respectable field. However, since law schools seek to admit students who can think, speak, and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative, and reflective thinking as well as clear, cogent, and concise writing and speaking. In order to attain these vital skills, prelaw students are most strongly advised to take the core courses which grant credit in the area of Reasoning and Discourse (RD). These courses are, in alphabetical order, COM 105, 231, 341; ENG 101, 102, 223, 224, 301; PHI 115, 211. Students interested in prelaw should consult a prelaw advisor in addition to their major advisors.

PREPROFESSIONAL PROGRAM—MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

PREPROFESSIONAL PROGRAM—PHARMACY

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required depending on whether the Bachelor of Science in Pharmacy or the Doctor of Pharmacy degree is sought. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at the University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

First year
CHE 111, 112, 114, 115
Algebra, Calculus, or Statistics
ENG 101, 102
Foreign language or other approved liberal arts courses
BIO 111, 112

Second year
CHE 351, 352, 354
PHY 305 or 101, 102
BIO 271
ECO 201
Other specified courses for a total of 64 sem. hrs. of prepharmacy work

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does **not** guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

PREPROFESSIONAL PROGRAM—PHYSICAL THERAPY

Advisors

Department of Biology: Cannon, Katula, Leise, Lepri, McCrady, and Rublee

There are currently four physical therapy programs in North Carolina. The program at Duke University offers an entry-level Masters degree. Beginning Fall 1994 and 1995, respectively, the programs at the University of North Carolina at Chapel Hill and at East Carolina University will replace their bachelors degree programs with entry-level Master of Physical Therapy programs (MPT). Winston-Salem State University offers a B.S. in Physical Therapy.

Students seeking a masters degree in physical therapy may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission. Requirements for the MPT generally include the courses shown below.

Statistics 108 or Psychology 310
Introductory Biology (BIO 111, 112)
Anatomy (BIO 271)
Physiology (BIO 277)
Physics 101 and 102
General Chemistry (CHE 111, 112 and 114, 115)
General Psychology (PSY 221)
Human Growth and Development (HDF 211 or PSY 326)
CPR Certification

Additional recommendations include computer literacy and course work in biomechanics, histology, pathology, genetics, and immunology. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 (703) 684-APTA.

Students should contact an advisor for assistance in planning their program of study.

PREPROFESSIONAL PROGRAM—VETERINARY MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

Residential College

Mary Foust Hall/College of Arts and Sciences

Frances C. Arndt, Interim Director and Lecturer in Residential College
Betty A. Carpenter, Assistant Director and Lecturer in Residential College
Kenneth G. Anthony, Lecturer in Residential College
Mary Beth Boone, Lecturer in Residential College
Charles E. Headington, Lecturer in Residential College
C. Frederick Nash, Lecturer in Residential College
Murray D. Arndt, Department of English
Joachim T. Baer, Department of German and Russian
Dorothy D. Bruner, Department of Anthropology
Gaylor R. Callahan, Jackson Library
Robert M. Calhoon, Department of History
Mary B. Floyd, Department of History
Henry S. Levinson, Department of Religious Studies
Paul Lindsay, Department of Sociology
Robert L. Miller, Department of Chemistry
Charles D. Orzech, Department of Religious Studies
Karen P. Raley, Department of History
Patricia A. Roberts, Department of English
Stephen Q. Ruzicka, Department of History
Grayson S. Sallez, Department of Mathematics
Mary K. Sandford, Department of Anthropology
Deborah Seabrooke, Department of English
Ann B. Somers, Department of Biology

The Residential College was created at UNCG in 1970 to provide a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is a two-year program for freshmen and sophomores with a limited number of upperclassperson participants. Members of the program live and have classes in a coeducational residence hall. A Residence Hall Director, who often serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught meet All-University Liberal Education Requirements and requirements of the College of Arts and Sciences.

All students participate in an interdisciplinary core course focusing on the American experience and choose from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNCG and are expected to participate in the life of UNCG.)

All students who have been admitted to UNCG automatically qualify for application to Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

RESIDENTIAL COLLEGE COURSES (RCO)

101 English Composition I (3:3). Designed to develop the student's ability to read with discrimination and write effectively. Seabrooke. *[RD, CRD].*

102 English Composition II (3:3). Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Seabrooke. *[RD, CRD].*

104 Writing Clinic (1). Experimental multi-semester course dealing with real writing problems that occur naturally in other courses. Students instructed on tutorial basis. Callahan.

108, 109, 208, 209 Residential College Core Course: The American Experience. First year: The Deep Roots through 1890. Second year: America and the Modern World: 1890-present. The four semester series of courses is multi-disciplinary and is assigned credits in *HP, AE, BL* and *SB* areas. Sections offered for 1993-94 were:

203 The Deep Roots (3). F. Arndt, M. Arndt, R. Calhoon, Headington, Ruzicka.

204W The American Experience, 1740-1890 (3). Anthony, F. Arndt, Calhoon, Headington, Roberts.

131, 132, 231, 232 Residential College Seminars (9), (9), (3 to 9), (3 to 9). Concentrated and in-depth seminars meeting College of Arts and Sciences and All-University Liberal Education Requirements and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1993-94 were:

220-01 College Algebra. Sallez. *[MT, CMT].*

221-84 European Masters. Boone. *[FA, CFA].*

221-88 European Theatre and Drama. Nash. *[FA, CFA].*

221W-89 Chinese Religions. Orzech. *[NW, CNW].*

224W-46 Introduction to Sociology. Lindsay. *[SB, CSB].*

224W-64 Contemporary Non-Western Cultures. Bruner. *[NW, CNW].*

224W-70 Experiencing Race, Class and Gender in the U.S. Raley. *[SB, CSB].*

227-12 Human Variation. Sandford. *[NS, CLS].*

240-01 Contemporary Topics in Mathematics. Sallez. *[MT, CMT].*

241-44 Literary Study of the Bible. M. Arndt. *[WL, CWL].*

241-78 The Imagery of American Folk Arts. Boone. *[FA, CFA].*

241-79 Eastern European Literature. Baer. *[WL, CWL].*

241W-86 Topics in Japanese Religions. Orzech. *[NW, CNW].*

241-87 Composed Selves: Women as Artists. F. Arndt. *[WL, CWL].*

244W-67 Spanish America: Reform, Revolution, and Reconstruction, 1759-1910. Floyd. *[NW, CNW].*

247-03 The Ascent of Man. Miller. *[NS, CPS].*

247-15 Natural History and Crisis: Endangered Species. Somers. *[NS, CLS].*

256-01 Service Learning. Carpenter.

262-01 Independent Study (1 to 3).

271-23 Argumentation and Debate. Nash. *[RD, CRD].*

301 Independent Study (3). Carpenter.

302 Advanced Study (3). Carpenter.

SPECIAL PROGRAMS IN LIBERAL STUDIES

The College offers ten programs of focused interdisciplinary study, each of which is firmly grounded in the liberal arts. These programs, designed and administered by faculty committees, are listed below.

In addition, when existing programs in the liberal arts do not meet certain academic needs, students may petition to pursue an interdisciplinary major that they design, in consultation with relevant faculty. Students interested in pursuing this possibility should first discuss it with relevant faculty and then consult with the Associate Dean of the College, Professor Timothy D. Johnston (Room 100, Foust Building). If the request seems justifiable, a faculty committee is appointed to work with the student in developing a program in an academically feasible and

coherent manner. Upon the approval of that faculty committee and the Associate Dean, a self-designed interdisciplinary program of study is established as a major for the student, a faculty advisor is appointed, and the Director of Academic Advising and Support Services and the Registrar are notified.

Special Programs in Liberal Studies

African American Studies
Archaeology
Study in Christianity
Gerontology
History and Philosophy of Science
International Business Studies (co-sponsored with the Bryan School of Business and Economics)
International Studies:
- Area I: A Global Approach to International Affairs (second major and minor)
- Area II: Cross-Cultural Understanding (second major and minor)
- Area III: International Development (second major and minor)
- Area IV: Regional Studies
  - European Studies (second major and minor)
  - African Studies (minor only)
  - Asian Studies (minor only)

Linguistics
Russian Studies
Women's Studies

As with other programs, students must meet the liberal education requirements of the College of Arts and Sciences. See pages 48-49 and 53-54 for a detailed listing of courses meeting each area requirement.

African American Studies

Committee Members:

Angela Rhone, Chairperson, African-American Studies Program
Treana Adkins, School of Education
Ceola R. Baber, Department of Pedagogical Studies and Supervision
Willie L. Baber, Department of Anthropology
Mary V. Compton, Department of Communication and Theatre
Mary P. Erdmans, Department of Sociology
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio
Odessa Patrick, Department of Biology
Hephzibah Roskelly, Department of English
Pamela A. Wilson, Minority Student Affairs
Frank Woods, Adjunct Faculty, African-American Studies Program

The program has several objectives:

1. To promote the teaching and learning about the history and experience of blacks in American society as an integral part of the University experience.

2. To add a vital humanistic dimension to the liberal arts undergraduate experience of students in the university by enabling all students, black and white, to learn how blacks have exerted an indelible impact on American society and to assist black students in learning more about their history and background.
3. To provide a global perspective to the University community by presenting students with various opportunities to engage in courses which promote learning about the culture of Africa, individuals in Africa and African diaspora countries.
4. To provide a learning environment for students through courses and activities that develop research, writing, critical thinking and effective communication.
5. To establish and maintain the interdisciplinary nature of the program by offering courses from other departments which reflect and support the major objectives of the program.

Students who wish to propose a Special Program in Liberal Studies minor in African American Studies should contact the chairman of the African American Studies Committee. The Chairman or members of the Committee will advise the student in the selection of courses to constitute the minor.

The undergraduate courses listed below focus almost entirely on issues, areas of knowledge, and concerns related to the black experience. The minor requires 18-21 semester hours that can be selected from the following courses:

AFS 100, 110, 200; ATY 235, 325, 335; ENG 375; HIS 203, 204, 301, 302; MUS 214, 344; REL 352; SOC 327; Residential College courses with appropriate content and focus. Recently, HIS 203, 204, 301, 302 and MUS 214 and 344 have been approved to be cross-listed with African American courses.

AFRICAN AMERICAN STUDIES COURSES (AFS)

100 Blacks in America (3:3). Introduction to African-American culture through an historical and social perspective. *[HP, CHP-CMO].*

200 African American Art History (3:3). The development of Afro-American art placed within the context of mainstream American art and the history of the blacks in this country.

210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3). Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market. *[SB, CSB].* (Formerly AFS 110)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

ARCHAEOLOGY

Committee Members

Jeffrey S. Soles, Chairman of Archaeology Program, Department of Classical Studies
Brad Bartel, Department of Anthropology
Joseph B. Mountjoy, Department of Anthropology
Jeffrey C. Patton, Department of Geography
Mary Kaye Sandford, Department of Anthropology
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to

early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

Major Requirements

Minimum 30 semester hours distributed as follows. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level:

1. **Core Requirements (12 hours)**
   ATY 258 World Prehistory
   ATY 360 Modern Archaeology
   CCI 211 Introduction to Classical Archaeology (Greece)
   CCI 212 Introduction to Classical Archaeology (Rome)
2. **Area Requirements (6 hours with 3 from each category)**
   Old World Archaeology:
   ATY 501 Selected Topics in Anthropology (European Archaeology)
   CCI 312 The Art and Archaeology of Egypt
   CCI 313 Archaeology of the Aegean
   CCI 314 Ancient Cities
   New World Archaeology:
   ATY 362 Archaeology of the Eastern United States
   ATY 533 Archaeology of Mexico
3. **Analytical Methods and Techniques (6 hours with no more than 3 from ATY 478, CCI 401, GEO 590)**
   ATY 478 Field Methods in Archaeology
   ATY 479 Analysis of Archaeological Data
   ATY 553 Human Identification
   CCI 401 Archaeological Practicum
   GEO 314 Physical Geography: Landscape Processes
   GEO 323 Air Photo and Remote Sensing
4. **Electives (6 hours from any of the above courses or the following related courses)**
   ART 201 Ancient Art
   ART 281 Ceramics I
   ART 285 Photography
   ATY 213 Cultural Anthropology
   BIO 106 Plants and Civilization
   CCI 450 Internship in Classical Studies
   GEO 321 Map Design
   HIS 220 The Ancient World
   PHI 325 Introduction to the Philosophy of Science
   REL 352 Ancient Religions

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

Minor Requirements

A minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements.

STUDY IN CHRISTIANITY

Committee Members:

Stephen Ruzicka, Chair of the Study in Christianity Minor, Department of History
Jodi Bilinkoff, Department of History
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio
Susan Shelmerdine, Department of Classical Studies
Janet Summers, Department of Religoius Studies

The Special Programs in Liberal Studies minor in Christianity provides a broad-based study of Christian thought, institutions, rituals, personalities, and social movements in their diverse historical and cultural settings. It may be taken with any major in the University.

Requirements

1. Core Course: REL 210 - Christianity
2. 12-18 hours chosen from 3 departments outside the student's major and distributed so that the student takes at least 1 course in each of the categories below. (A substitute course may be taken to satisfy the distribution requirement in the appropriate category with the approval of the Committee.)
   a. Ancient and Early Christian Period: ART 201; GRK 201, 202; HIS 220, 355; REL 204, 305
   b. Medieval and Early Modern Period: ART 202, 302, 303, 304, 305; ENG 337, 536, 537; HIS 221, 315, 357; LAT 401; MUS 331; REL 503
   c. Modern Period: ART 306; ENG 342, 371, 541, 542 ; HIS 549; REL 201, 231, 232, 331; SOC 366

With the approval of the Committee, a student may also satisfy the above requirements with one or more of the following Independent Studies:

GRK 501
HIS 401, 402
LAT 501
REL 401, 402, 403, 404

GERONTOLOGY

Committee Members:

Mariana Newton, Chair of Gerontology Program, Department of Communication and Theatre
Laura Anderton, Department of Biology, emeritus member
Kim Dawkins Berry, Community Member
Martha Boschen, Community Member
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio
William Karper, School of Health and Human Performance
Laurie Kennedy, School of Nursing
Jane Myers, School of Education
Virginia Newbern, School of Nursing
Sandra Powers, School of Education
Hal Stoneking, Community Member
Herbert Wells, Department of Psychology

The undergraduate program in gerontology reflects the multidisciplinary nature of issues and concerns about aging. Faculty from various schools and departments, in addition to the

committee members listed above, participate in the program. All together, their interests and activities in teaching and research afford opportunities for both breadth and depth in gerontological studies.

This concentration prepares students to enter careers in direct service to older people and their families, in program development, and in the planning and administration of gerontological services. In addition, students are prepared to pursue graduate studies and to participate in gerontological research.

Major Requirements:

Minimum 36 semester hours above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Core Courses

15-16 semester hours from the following:

GRO 301, 302, 501, plus a Research Methods course to be approved by the Chair of the Program in consultation with the student's gerontology advisor.

Practicum 400 or 500: internship or independent research project in participating department (must be developed in consultation with gerontology advisor).

21 additional semester hours from the following electives with at least 9 hours from Category A and 9 hours from Category B, distributed among three departments in each category.

Category A. The following courses when total content relates to gerontology: COM 557; ESS 579; HDF 562; PSY 506; SOC 586; SWK 570, 580; special topic courses. Consult with gerontology advisor about other possible Category A courses.

Category B. The following courses when content provides foundation knowledge or substantial focus on gerontology: BIO 392, 464; CUI 202; ECO 201, 202, 336; ESS 381; FNS 213; GEO 303, 522; HDF 502, 545; HEA 369; LES 231, 314, 332, 533; NUR 410; PHI 220; PSC 210; PSY 505; REL 222; SOC 211, 311, 339, 361; SWK311, 550. Consult with gerontology advisor about other possible Category B courses.

Minor Requirements

Minimum of 15 hours above the 100 level.

GRO 301, 302; at least 6 semester hours from Category A. The remaining 3 hours may be taken from Category A or B.

GERONTOLOGY COURSES (GRO)

For Undergraduates

301 Perspectives on Aging (3:3). Examines the field of gerontology and the characteristics of the older population from a variety of theoretical perspectives. Guest lecturers will speak on their areas of expertise.

302 The Context of Aging (3:3). Examines the aging process in its institutional and social environment. Guest lecturers will speak on their areas of expertise.

For Advanced Undergraduates and Graduate Students

501 Seminar: Critical Issues of the Aged (3:3). Intensive review and analysis of the literature and research on issues of aging and the unresolved problems. Pr. 301, 302, or consent of instructor.

History and Philosophy of Science

Committee Members:

John King, Chairman of History and Philosophy of Science Program, Department of Philosophy
Kenneth Caneva, Department of History
Timothy D. Johnston, Chairman of Special Programs in Liberal Studies, ex officio
Robert Miller, Department of Chemistry

The History and Philosophy of Science concentration is designed to impart understanding of the historical development of the natural sciences and of the conceptual foundations of the principal assumptions and theories of modern science. Intellectual problems raised by the interpretation of the goals and methods of science generally as well as by particular scientific ideas will be studied. Central topics of this discipline include the historical background and philosophical analysis of concepts used in understanding science, such as "theory," "evidence," "law," "experiment," and "hypothesis"; the history and analysis of the reasoning by which hypotheses and theories are developed and tested; the causes and intellectual consequences of scientific change; and the nature of scientific knowledge.

Inasmuch as the growth of modern science presents the student of human thought and culture with the outstanding example of intellectual progress and success, it is a subject central to the liberal arts. Accordingly, the History and Philosophy of Science provides a strong focus for a general undergraduate liberal arts education and prepares the student to think critically about some of the central assumptions and components of the modern world view. It also prepares the student for more advanced work in philosophy, especially the philosophy of science. Anyone contemplating graduate work in the history of science is advised to pursue the study of science substantially beyond the minimum requirements spelled out below and to begin the study of one or more foreign languages (typically, French or German) as soon as possible. As either a minor or a major, the History and Philosophy of Science can be fruitfully combined with the study of science, traditional history, philosophy, or sociology. In every case, however, it is imperative that students in the program consult with a member of the Committee in order that their course of study be intelligently tailored to their long-term career goal.

Major Requirements:

Minimum 36 hours above the 100-level, distributed as follows:

1. MAT 191, 292, 293
2. PHY 291, 292
3. HIS 251, 252
4. PHI 325 and 525 or 527
5. Remaining hours from HIS 311, 360; PHI 211, 525, 527.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

The student may choose, under special circumstances and with the Committee's approval, to replace one or more of the above courses with appropriate courses. Any substitutions must be part of a coherent program and will normally be from history, philosophy, mathematics, or a science.

Minor Requirements:

18-21 hours above the 100 level, distributed as follows:

1. MAT 191, 292
2. PHY 101 and 102, or 291 and 292
3. HIS 251, 252

4. PHI 325 and 525 or 527
5. Remaining hours (if any) from HIS 311; PHI 325, 525, 527

INTERNATIONAL BUSINESS STUDIES

Committee Members:

William Crowther, Chairman of International Business Studies Program, Department of Political Science
Jean P. Koenig, Department of Romance Languages
Frank Land, Department of Management and Marketing
Donald McCrickard, Department of Economics
David Olson, Department of Political Science
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

The Special Programs in Liberal Studies major with a concentration in International Business Studies introduces students to business and economic institutions and practices in the global environment. The program emphasizes the importance of foreign language proficiency and the importance of the multicultural content of the modern economy. Students must meet the requirements for admission to the Bryan School of Business and Economics and must be formally admitted to the International Business Studies program. Students interested in applying should contact the Bryan School Advising Center, Room 232, Bryan Building. The program leads to a Bachelor of Science degree.

Major Requirements

127 semester hours distributed as follows:

1. **A. Common Body of Knowledge (39 hours)**
   ACC 201, 202; ECO, 201, 202, 250; FIN 315; (ISM 110, ISM 280, ISM 360); MGT 312, 320, 330, 491

   B. International (6 hours)
   Any two of the following: ECO 360, 540, 560; FIN 444; MGT 390, 426
2. **International Studies (27 hours)**
   Six hours in a Foreign Language (intermediate level of one language).
   Six hours in two courses in literature in a foreign language beyond the intermediate level, in 300-level conversation, or in intensive language instruction in a foreign countr.y
   Six hours in core courses: INS 233A; INS 400A or INS 400B.
   Nine hours in additional courses selected from the following categories: Arts and Literature, Society and Politics, Economics and Environment, and Belief Systems. See course listings under International Studies, p. 349.
3. **All-University Liberal Education Requirements (54 hours)**

(1)	Analytic and Evaluative Studies (AE)	3
(2)	British or American Literature (BL)	3
(3)	Fine Arts (FA)	3
(4)	Historical Perspectives on Western Culture (HP)	6
(5)	Mathematics (MT) **Required:** MAT 120 or 191	3
(6)	Natural Science (NS)	9
(7)	Non-Western Studies (NW)	3
(8)	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and COM 301 **and** one additional RD writing/composition course	6

(9) Social and Behavioral Sciences (SB) 9
Required: PSC 200; PSY 221; SOC 211

(10) World Literature (WL) 3

(11) AULER Electives 6
Required: proficiency in one language through the intermediate (203, 204) level. See p. 51 for specific languages.

See pages 48-49 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

INTERNATIONAL STUDIES

Committee Members:

William Crowther, Director of International Studies Program
Julie Brown, Department of Sociology
Roberto Campo, Department of Romance Languages
Betty Carpenter, Residential College
James Cooley, Department of History
Keith Debbage, Department of Geography
Donald McCrickard, Bryan School of Business and Economics
Robert Newton, Department of German and Russian
Charles Orzech, Department of Religious Studies
Mark Schumacher, Jackson Library

Rationale and Course Content

The International Studies program focuses on international issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the program are to enrich, complement, and coordinate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important. All students must take two core seminars: INS 233 and INS 400. INS 400 may be taken twice — once in the junior year (as INS 400a) and once in the senior year (as INS 400b). Students participating in International Studies Program are strongly encouraged to study abroad as an integral part of their undergraduate education.

Students participating in International Studies with a major, second major, or minor choose one of three areas of concentration:

I: Global Affairs and International Development (major or minor): A study of interdependence among peoples, governments, and nations of the world as problems of progress or survival bear on the future of the entire planet. May focus on socioeconomics and political change as they affect relationships between nations.

II: Inter-Cultural Studies (major and minor): A study of the common, yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.

III: Regional Studies: Study of the languages, peoples and nations of four specific regions.
- a. Russian Studies (major and minor)
- b. European Studies (second major only and minor)
- c. African Studies (minor)
- d. Asian Studies (minor)

In all areas of concentration, the course of study includes completion of a modern foreign language (which must be Russian in the case of Russian Studies) through one year above the intermediate level, the two core seminars (INS 233 and INS 400), and additional courses selected according to the student's special interests in consultation with the Director of the Program. In declaring a major, second major, or minor, the student will file a Plan of Study, signed by the Director, with the Office of Academic Advising. This Plan will be used to determine whether the requirements of the program have been satisfied. Students whose particular interests are not satisfactorily addressed by the areas of concentration listed above may design a coherent plan in a different area, in consultation with the Director of International Studies Program.

Major Requirements:

27 semester hours above the 100 level. To complete a second major, at least 12 semester hours must be taken outside the major in which the first major is obtained.

		Semester Hours
A.	**Foreign Language Requirements** One year beyond the intermediate level of a modern foreign language	6
B.	**Core Courses** INS 233A or 233B INS 400A or 400B	6
C.	**Additional courses**	15

To be selected from the following categories, with no more than two courses from any one category:

1. Arts and Literature: Any course in the Arts and Literature with a focus (1/2 or more) on international materials (i.e., excluding the United States), or any course reading literature in a foreign language above the 200 level.
2. Society and Politics: Any course with a primary focus on international social, historical, and political issues.
3. Economics and Environment: Any course with a primary focus on international dimensions of economics and on environmental issues.
4. Belief Systems: Any course with a primary focus on ideological, religious, or philosophical issues and their international impact.

INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester

Minor Requirements

18 semester hours above the 100 level

A.	**Language Requirements** One year beyond the Intermediate level of a modern foreign language.	6
B.	**Core courses** INS 233A or 233B INS 400A or 400B	6
C.	**Additional courses**	6

To be selected from the same categories listed above under Major Requirements, with no more than one course from any one category.

International Studies Courses (INS)

233A, 233B [1] **International Studies Seminar (3:3).** Interdisciplinary seminar designed to introduce students to substantive concerns of International Studies and the methods of investigation employed in it. An effort is made to increase student awareness of global problems through library research, interviews, and field trips. Required for majors. *[233a fulfills NW, CNW].*

333 Selected Topics: International Studies (3:3). An advanced level course usually offered once a year concentrating on specific topics of international concern. The content of this course may grow out of materials explored initially in INS 233. The faculty welcomes and encourages student suggestions in planning INS 333. Required for majors.

400A, 400B Seminar in International Studies (3:3), (3:3). Required for all majors in International Studies Program. Interdisciplinary seminar dealing with contemporary problems in international politics. 400a in junior year; 400b in senior year. Maximum credit 6 hours. Pr. Students must be in the International Studies program or obtain the consent of the instructor to enroll.

Master of Arts in Liberal Studies

John J. Young, Director of Liberal Studies Program, Office of Continuing Education

Professors Calhoon, Fitzgerald, Garlington, Hidore, Levinson, McConnell, Miller, Schleunes, Scullion, Sher; Associate Professors Caneva, Cannon, Danford, Johnston, Kirby-Smith, Logan, Meisner Pratto, Ruzicka; Assistant Professors Cassell, Krueger, Ramsey

The M.A.L.S. Program encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the disciplines of the various liberal arts in ways that will enrich their understanding of themselves and of the world surrounding them. Course work, symposia, and seminars are intended to nurture this intellectual community. The M.A.L.S. degree, a deliberately unspecialized degree, can serve to enhance career opportunities as well as provide personal enrichment.

Required: 33 semester hours of graduate credit

- 9 semester hours in interdisciplinary core seminars
- 18 semester hours of electives (graduate level)
- 6 semester hours for a thesis project or 6 additional hours of interdisciplinary core seminars in area of academic interest

More information is available in the Graduate School Office or the Office of Continuing Education

Master of Arts in Liberal Studies Courses (MLS)

For Graduate Students Only

610 Culture and Ideas (3:3).

620 Human Nature and Society (3:3).

630 Scientific Reasoning (3:3).

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1 Courses designated 233A meet AULER and CLER Non-Western Studies requirements; those designated 233B do not.

LINGUISTICS

Committee Members:

William Coleman, Chairman of Linguistics Program, Department of Anthropology
Jeutonne Brewer, Department of English
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio
Jane Mitchell, Department of Romance Languages

The Special Programs in Liberal Studies major with a concentration in Linguistics is designed to provide undergraduates with a background in the formal study of language and its implication for the humanities, social sciences, and to some extent the sciences. It includes formal linguistic study as well as the traditional disciplines of rhetoric, philosophy, philology, sociolinguistics, psycholinguistics, and nonverbal communication. The program will serve the purposes of general liberal education, preparation for graduate training in several disciplines, and careers in teaching, especially in language arts, foreign languages, and communication disorders.

Major Requirements

Minimum 24 hours above the 100-level distributed among at least three departments. 18 hours must be chosen from the following core courses:

ATY 385, 387; COM 240 or PSY 412; ENG 261; PSY 410; PHI 211

Remaining courses to complete the major are to be chosen from the core (above) or the following electives:

ATY 585, 587; ENG 260, 321, 510, 513; PHI 565

Credit toward the major may also be received for special topics courses when a research project or paper is specifically related to the study of language, and the topic is approved by the student's faculty advisor in linguistics.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Minor Requirements

The Special Programs in Liberal Studies minor in Linguistics consists of a minimum of 15 hours above the 100 level. Of these, 9 hours must be chosen from the core courses. The additional hours may be chosen from any of the courses listed above with a maximum of 6 hours from one department.

RUSSIAN STUDIES

Committee Members

Julie Brown, Chair of Russian Studies Program, Department of Sociology
Joachim Baer, Department of German and Russian
William Crowther, Department of Political Science
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio
David MacKenzie, Department of History
Jonathan Tudge, Department of Child Development and Family Relations

Russian Studies exists as an area of concentration within International Studies as well as a separate program (see above, p. 347-348).

It provides a solid foundation in Russian language, culture, and related areas and offers early preparation for graduate training and careers in government law, teaching, journalism, international business, and other aspects of public affairs.

WOMEN'S STUDIES

Coordinating Council: *Professors Gibson, Gill, White; Associate Professors Bilinkoff, Lawrance, Morgan; Assistant Professor Natalle; Reference Librarian Crowe; Lecturer Raley.*

Faculty members affiliated with the Women's Studies Program are housed in departments throughout the College and Schools. Interested students should contact the program director, Katherine W. Mille.

Requirements for the Major

Minimum 30 hours above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Core Content (18 hours)

The following courses are required of all majors:

WMS 250, 333, 350; HIS 328 or 329; ENG 331; one Social & Behavioral Science course chosen from the following: HDF 502, HEB 410, PSY 346, SOC 329

Additional Electives (12-18 hours)

Students choose 12-18 additional hours from among the following courses:

ATY 500; COM 559; ENG 531; ESS 532; HEA 360; HIS 304, 359; either HIS 328 or 329 if not taken as part of core content; HEA 333/NUR 330; PSC 335, 336; PSY 346; REL 309, 310; SOC 354/MGT 354; WMS 450, 400*; either HDF 502 or HEB 410 or SOC 329 (if none taken as part of core content).

*Only two Independent Studies equivalent to six credit hours may be taken toward the Women's Studies major.

Requirements for the Minor

A minimum of 18 semester hours is required.

WMS 250 and 350 are required courses for the minor.

Students take four additional courses distributed across the following categories, so that no more than two courses are taken within any one category. (Substitute courses are permitted with consent of the Chair.)

Category A.	**Social and Behavioral Science Courses:** ATY 550; HDF 502; HEB 410; PSC 335, 336; PSY 346; SOC 329, 354
Category B.	**Humanities Courses:** COM 559; ENG 331, 531; HIS 304, 328, 329, 359; REL 309, 310; WMS 333
Category C.	**Professional Courses:** ESS 532; HEA 360; MGT 354; NUR 330

WOMEN'S STUDIES COURSES (WMS)

For Undergraduates

250 An Introduction to Women's Studies: The American Woman (3:3). A multidisciplinary introduction to the study of images, roles and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them.

333 Women in Developing Countries (3:3). Explores problems and opportunities for women in developing countries, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives. *[NW, CNW].*

350 Introduction to Feminist Theories (3:3). Explores and evaluates feminist theories in a sociohistorical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought. *[AE, CAE].*

400 Independent Study (1 to 3). Intensive independent study of specialized topics. May be repeated

once for credit. Requires consent of sponsoring instructor.

450 Topics, Seminar in Women's Studies (3:3). An in-depth study of a selected topic or topics in Women's Studies involving directed reading and research. Category credit varies. Different topics may be repeated for credit.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330).

For Graduate Students Only

600 Independent Study (1 to 3).

STUDY ABROAD PROGRAMS

Committee Members

Robert Newton, Chair, Study Abroad Programs, Department of German and Russian
William Crowther, Department of Political Science
Thomas K. Fitzgerald, Department of Anthropology
Stephen Flynn, Office of International Programs, ex officio
Frank Land, Department of Management
Carmen Sotomayor, Department of Romance Languages
Steven Kee, Academic Advising and Support Services, ex officio

A UNCG student in good standing may spend a summer, semester or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

• **UNCG Exchange Programs.** Through various exchange agreements, a UNCG student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of being in residence at UNCG. Opportunities for such exchange are currently available in Australia, Costa Rica, France, Germany, and the United Kingdom.

• **International Student Exchange Program.** As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of one hundred cooperating universities in 35 countries overseas. The cost of such study is about the same as being in residence at UNCG.

• **Semester Abroad Programs.** On a regular basis the Department of Romance Languages offers semester abroad programs in Madrid, Spain and/or Paris and Lyon, France. UNCG faculty lead these groups and directly award academic credit. Although not student exchange programs, these semester abroad options are nonetheless less costly than study abroad opportunities offered through other colleges' programs.

• **Non-UNCG Programs.** A UNCG student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNCG Study Abroad Committee. While generally more costly than ISEP or the UNCG programs, this option may be of interest to students seeking particular experiences not otherwise available.

Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as France, Greece, Mexico, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee, the Office of International Programs, and Academic Advising

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in

international education. The Committee is constantly working to expand study abroad options for UNCG students, and to make them available at reasonable cost. The Committee may recommend to the student's department that up to 30 semester hours of credit be earned for one year's study overseas.

The Office of International Programs, in addition to handling most other administrative matters affecting study abroad, publicizes the various programs and counsels prospective participants. Those interested in study abroad are advised as a first step to contact the OIP (112 Foust, phone 334-5404). For academic counseling about study abroad, students should consult the Study-Abroad advisor in Academic Advising and Support Services (159 Mossman, phone 334-5730) well before they plan to go overseas.

TEACHER EDUCATION PROGRAMS

Teacher certification in North Carolina and qualification for certification in most of the other states may be earned at five UNCG professional schools and various departments within the College of Arts and Sciences. Students may select certification programs in a variety of subject areas.

The School of Education offers programs in Elementary and Middle Grades Education, and jointly directs, with departments in the College of Arts and Sciences, programs for teacher certification in liberal arts fields at the secondary level.

The School of Business and Economics, the School of Health and Human Performance, the School of Human Environmental Sciences, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art, Social Work, and Communication and Theatre offer teacher education curricula in their respective subject areas.

Graduates of approved teacher education curricula are eligible for initial certification on the basis of UNCG's recommendation to the State Department of Public Instruction. **As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.**

Admission to Teacher Education

All students who wish to be recommended for certification in any of the subject areas must be **admitted** to a specific **Teacher Education Program.** Application for admission should be made in The Teachers Academy (located in 319 Curry Building, 334-5100) after completing approximately 60 semester hours of work and prior to completing 50% of the professional coursework, excluding student teaching. Application is usually made at the end of the sophomore year.

The following requirements must be met:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 to be admitted to teacher education).
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the school or department where major is to be taken.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Communication Skills (CS) and General Knowledge (GK) tests of the National Teacher Examinations.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Office of Teacher Education (located in Curry Building, 334-5100) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

Admission To Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to **Student Teaching.**

Student Teaching admission includes:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 for student teaching).
2. Approval of the school or department in which the student is majoring.
3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from The Teachers Academy beginning first day of classes, Spring semester. **Forms must be submitted by February 15 of the year before the student teaching is to be done.**

Student teaching assignments are usually made in schools within commuting distance of UNCG, although at times student teaching programs are planned with other school systems at substantial distances from UNCG. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching including transportation.

Student teaching in a number of subjects is offered in only one semester each year, either the Fall or the Spring semester. Any student who plans student teaching should check with The Teachers Academy to be certain of the semester when student teaching will be offered in a particular subject.

General and Professional Education Requirements

Requirements for teacher certification are specified in the respective program descriptions (see Chapter 4). In addition to the courses specified for the particular degree or major, the following requirements must be met:

For Elementary and Middle Grades Certification

1. AULER requirements as identified within each major.
2. PSY 221 General Psychology (PSY 223 may not be substituted)
3. ELC 381 The Institution of Education
4. Additional certification requirements as specified on pp. 228-229.
5. Appropriate method course(s) and student teaching

For Special Subject-Area Certification

1. AULER requirements as identified within each major.
2. HEA 201 Health: A Personal Look
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Appropriate method course(s) and student teaching

For Vocational Education and Secondary Subject-Area Certification (Grades 9-12)

1. AULER requirements as identified within each major.
2. HEA 201 Health: A Personal Look
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 390 Issues in Secondary Education
6. CUI 450 Psychological Foundations of Education
7. CUI 470 Reading Education
8. Appropriate method course(s) and student teaching

Second Major Requirement

All students majoring in **Elementary, Middle Grades, Business, Marketing, Health, Physical Education** and **Deaf Education** are required to complete another approved major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal arts requirement and the second major or concentration. This requirement became effective for all students who entered the University in fall 1989 as freshmen. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department for this requirement or additional requirements specific to individual programs.

Teacher Certification in Social Studies

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher certification in comprehensive social studies with an endorsement in their major. Students seeking social studies certification must take a total of 36-42 hours in the social sciences beyond their major requirements from the departments of anthropology, economics, geography, history, political science, and sociology. Courses must be selected from the following approved list. This list is also available from the Office of Student Information and Advising (Curry 323), the student's major advisor, or the Social Studies advisor in the School of Education. Substitution of any requirements needed for certification may be made by the social studies advisor in the School of Education.

Courses Satisfying Competencies for Initial A Certification in Secondary Social Studies

Anthropology: select one from: ATY 212, 258; select one from: ATY 325, 330, 333, 335, 337

Economics: ECO 201, 202

Geography: select one from: GEO 101, 105, 114, 202; select one from: GEO 344 or GEO 560, or other regional course

History: HIS 211 and 212; WCV 101 or 102; and one selected from: HIS 204, 215 or 216, 239 or 240, 381

Political Science: PSC 200, 260

Sociology: SOC 211, 318

This certification program relies heavily on early and adequate advising. It is the student's responsibility to meet as soon as possible with both his/her major advisor and the social studies advisor in the School of Education. See other sections in this chapter for additional teacher certification requirements.

Application for Teacher Certification

An application for certification should be filed with the Office of the Registrar during the last semester of the senior year with The Teacher's Academy. Students should be aware that the certification process will take up to six weeks after graduation to be completed. There is a fee charged for teacher certification.

UNCG recommends for a teacher's certificate those students who have completed the appropriate teacher education curriculum, attained acceptable teaching competencies, and whose work has been approved by the appropriate department.

To be certified in North Carolina, students must meet the specific state requirements for certification, including an adequate score on National Teachers Examinations.

TEACHER EDUCATION CURRICULA

Programs in teacher education are offered at UNCG in the four broad areas listed below. Their description is found under the school and/or department listed on the right.

Elementary and Middle Grades Certification

Program	School/Department
Elementary Education (Grades K-6)	Curriculum & Instruction
Middle Grades Education (Grades 6-9)	Curriculum & Instruction

Special Subject-Area Certification

Program	School/Department
Art Education	Art
Dance Education	Dance
Education of the Deaf	Communication and Theatre
Health Education	Public Health Education
Music	Music
Physical Education	Exercise and Sport Science
School Social Worker	Social Work
Second Language in French, German, Spanish	Romance Languages, German
Speech Communication	Communication and Theatre
Theatre Arts	Communication and Theatre

Vocational Education Certification

Program	School/Department
Business Education/Information Processing	Division of Business and Marketing Teacher Education
Business Education	Division of Business and Marketing Teacher Education
Marketing Education	Division of Business and Marketing Teacher Education

Secondary Subject-Area Certification (Grades 9-12)

Program	School/Department
Biology	Biology
Chemistry	Chemistry
English	English
Latin	Classical Studies

Mathematics
Physics
Social Studies (Comprehensive)

Mathematics
Physics and Astronomy
Pedagogical Studies & Supervision

and endorsements in one of the following academic majors: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology

NOTE: Programs in French, German, and Spanish are listed under Special Subject-Area Certification (Second Language)

Requirements for teacher certification are specified in the program descriptions under each respective department (see Chapter 4).

WESTERN CIVILIZATION

Steven Lawson, History Department, Coordinator

Western Civilization is a two-semester, interdisciplinary course emphasizing critical developments from ancient to modern times. Students who take the course receive credit for Historical Perspectives on Western culture. The course is divided into two broad units. The first unit (Western Civilization 101) covers the ancient world to about 1600. The second unit (Western Civilization 102) covers the modern period, from about 1600 to the twentieth century. Sections of the course may be taught by one or more faculty members and may have different thematic emphases. Readings typically include a basic history text and selections from authors central to the Western tradition.

WESTERN CIVILIZATION COURSES (WCV)

101, 102 Western Civilization (3:3), (3:3). Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times. Emphasis on themes relating history to the humanities, social sciences, or natural sciences. *[WCV 101: HP, CHP-CPM; WCV 102: HP, CHP-CMO].*

Chapter 6
The University Community

Housing

All UNCG students have the option of living on or off campus. Undergraduates who live in a residence hall must carry at least 12 semester hours of course work.

Approximately 4,000 students live in 18 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with part-time directors who are graduate students. Resident assistants on each floor of all residence halls are undergraduates. A staff of elected students organizes activities within each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have common toilet facilities on each floor or wing. Some residence halls are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, and kitchens or kitchenettes. All have telephone service on each floor or wing. Students may elect to contract for private telephone service to their rooms. That option must be arranged by the student directly with Southern Bell.

Students provide their own bed linens, blankets, study lamps, and curtains. All windows are equipped with venetian blinds and curtain rods.

Detailed descriptive information about rooms (including floor plans and window measurements) and about the types of electrical equipment which may be used in rooms is mailed to students when the room assignment is sent.

To request a space, students must return to the Office of Residence Life the following:

Application Card	(completed)
Contract for Housing and Food Service	(completed)
Advance Rent Payment	$100
Room Reservation Deposit	50
	$150

Housing Options

Residence Life offers a variety of housing options to suit the needs of students including single gender halls, coed halls, upperclass student halls, Sorority Housing, The Graduate Center and 24-hour Quiet Floors. In addition, students may choose to participate in one of seven Special Interest Programs which require a special application in addition to the application for housing.

These special programs include the following:

The Career Development Program, housed in Jamison Hall, gives students the opportunity to learn more about careers and the career exploration process.

The First-Year Experience Program housed in Phillips/Hawkins Hall, is designed to create an environment that facilitates the first-year students' development toward their academic, personal and career goals by integrating the academic and residential experience. Faculty, academic advisors, and other staff work with residents to better acquaint them with campus resources, to provide educational programs such as "Study Skills", "Dealing With New Freedoms",

and "Appreciating Differences", and to encourage involvement in campus activities and special in-hall activities on weekends.

The Fitness/Well-Being Program, located in Jamison Hall, is designed for students who are interested in the development and maintenance of a standard of physical and mental fitness within their lives.

The International/Cultural Diversity Program is open to all students who have a particular interest in living and sharing with and learning about people from other parts of the world and/or other cultural backgrounds. This program is housed in Shaw Hall.

The International Studies Program, located in Guilford Hall, is operated in conjunction with the International Studies Department in the College of Arts and Sciences. It is open to all students who are majoring or minoring in international studies.

The Honors Hall is designed for students accepted to the Honors Program. The goal of the Honors Hall is to enhance the Honors Program experience by creating an Honors student community. Participants must be accepted in the Honors Program. The program is located in Moore-Strong Residence Hall.

Professional Interest Residence Halls provide special opportunities for students considering a career in one of the biomedical/health sciences or in law and government. Housed in Moore-Strong Hall, participants in this program will have the opportunity to attend special events related to their field of professional interest.

Residential College is a two-year program that provides a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts. Participants in the RC program live and have classes in Mary Foust Hall.

The Transfer Student Program is designed for students who transfer to UNCG from other institutions and emphasizes activities and skills which can ease the transition to a new school.

Residence Halls

North Spencer Hall has capacity for 204 upperclass men and women. Built in 1904, remodeled in 1938, and renovated in 1986, it is named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women. (Air-Conditioned).

South Spencer Hall is a coeducational graduate center for 106 men and women. Also named for Cornelia Phillips Spencer, it was built in 1904, remodeled in 1938, and renovated in 1986. (Air-Conditioned).

Shaw Hall is home to the International/Cultural Diversity Program for 92 men and women. Built in 1920, it is named for the great woman suffragist, Anna Howard Shaw.

Gray Hall has capacity for 113 women. Built in 1921, it is named for Robert T. Gray, member of the UNCG Board of Trustees from 1900 to 1912.

Bailey Hall has 113 men residents. Built in 1922, it is named for T. B. Bailey, member of the UNCG Board of Trustees from 1902 to 1916.

Cotten Hall has 113 men and women residents. It was built in 1922 and named for Sally Southall Cotten. The Transfer Student Program is housed here.

Hinshaw Hall has 113 men residents. Also built in 1922, it is named for G. W. Hinshaw, member of the UNCG Board of Trustees from 1910 to 1918.

Coit Hall has 113 men and women residents. Built in 1923, it is named for Laura Coit, former secretary of UNCG.

Jamison Hall has capacity for 113 men and women. Also built in 1923, it is named for Minnie Jamison, one of the college's first students and a long-time member of the faculty. The Career

Development, Fitness/Well-Being and Transfer Student Programs are located here.

Mary Foust Hall is the home of the Residential College. Mary Foust was built in 1927 and named by alumnae in memory of the daughter of Julius I. Foust, president of the College from 1906 to 1934.

Guilford Hall houses 140 men and women. Built in 1927, it is presumably named for the county of which Greensboro is the seat. Guilford is also home to the International Studies Program.

Weil-Winfield Hall was built in 1938 to house 290 women. It is two distinct residence halls that are connected to give the appearance of one building. These are named for Mina Weil, benefactress of UNCG, and Martha Winfield, late professor of English.

Mendenhall-Ragsdale Hall houses 308 women. Built in 1950, it is named for Gertrude Mendenhall, a charter faculty member and head of the Department of Mathematics, and Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics.

Moore-Strong Hall is a coeducational residence for 275 men and women. Originally opened in 1960 and renovated in 1994, it is named for Mary Taylor Moore, the late UNCG registrar, and Cornelia Strong, late professor of Mathematics. Renovations include air conditioning, cable TV and computer connections in every student room.

Reynolds Hall is a co-educational residence hall for 330 men and women. Giving the appearance of one building, it is in fact two distinct but connected residence halls, named for Ione H. Grogan, alumna and long-time faculty member, and Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships were established. (Air-Conditioned).

Phillips-Hawkins Hall is a coeducational hall housing 180 men and 180 women involved in the First Year Experience Program. Built in 1967, it is named for Charles W. Phillips, former Director of Public Relations, and Kathleen P. Hawkins, former Director of the Student Aid Office.

Cone Hall was also built in 1967 and provides housing for 356 women. It is named for Laura W. Cone, who was a member of the UNCG Board of Trustees for over 20 years. (Air-Conditioned).

Student Apartments were opened in August, 1993 and provide apartment-style accomodations for 307 upperclass students.

Residence Hall Policies

Hours

Residence halls are open between 12 noon and midnight from Monday through Thursday. They are open until 2:00 a.m. on Fridays and Saturdays and until 1:00 a.m. on Sundays. Proper procedures for entering a residence hall after it has closed are discussed in the **Student Handbook.**

All students, except students under eighteen, have self-limiting hours and are issued a residence hall entry key. Students under eighteen must have parental permission in order to secure an entry key. Written parental permission must be presented at the time students are issued keys and will be kept on file in the office of the Director of Residence Life.

Visitation

Each residence hall participates in a visitation program which allows residents to have visitors from 12 noon to 12 midnight, Monday through Thursday, until 2:00 a.m. on Friday and Saturday, and until 1:00 a.m. on Sunday.

Room Occupancy

The signing of a housing contract does not automatically assure one of space in a residence hall. Housing agreements are for periods when classes are in session and do not cover holidays, semester breaks, and periods when classes are not in session.

Housing agreements are made for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNCG reserves the right to require any student whom it finds, after due process, an undesirable tenant to vacate a residence hall room on 48 hours notice. Should a student be dismissed or withdraw from UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

All room assignments are considered final until the first day of classes. Students already in residence halls have priority over entering students in selection of rooms. Room rent does not cover occupancy of the student's residence hall room during holidays, semester breaks, and other periods of time when UNCG is not officially in session.

UNCG reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school year.

Damages

Students living in residence halls are responsible for damages within their rooms, in hallways adjoining rooms, and in public areas. The cost of repairs as a result of damages occurring in student rooms will be billed directly to the occupants. Damages occurring in hallways or public areas on a floor will be charged on a pro rata basis to all students on the floor. Damages occurring in public areas such as kitchens, game rooms, lobby, lounge, and TV areas, will be charged on a pro rata basis to all students living in the residence hall.

University Dining Services

All students who choose to live on campus in University residence halls are required to participate in one of the campus dining plans called *"Spartan Express"*. Each *Spartan Express* plan combines the traditional board plan with a cash account that allows purchases in any dining facility on campus.

A variety of dining options are available in the Main Dining Hall, including Spencer's Food Court, Chick-Fil-A, Deli Corner, Itza Pizza, College Avenue Bakery (featuring Dunkin' Donuts), 1891 Ice Cream Shop, and the C-Store (convenience store). Students may also use their cash account in the Elliott Center Soda Shop, which features Taco Bell and Pizza Hut. In addition, residential students may use their cash account to order Domino's Pizza.

Off-Campus Housing

The Office of Residence Life maintains a self-help facility which makes available listings of off-campus accommodations sent to the Office by private landlords. Persons can use the off-campus housing resource center in the Office of Residence Life during regular business hours, Monday through Friday, between 8 a.m. and 5 p.m. Specific arrangements for off-campus housing must be contracted for by those individuals concerned. These listings are not mailed as they change frequently and most landlords and tenants prefer to complete the rental transaction in person rather than by telephone or mail.

Traffic and Safety Regulations

All student-legislated and administrative campus regulations are published in the UNCG **Student Handbook** which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

Parking Regulations

Parking regulations are in effect 24 hours a day, 7 days a week, unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG traffic rules will be issued a violation notice with a penalty of from $5.00 to $100.00 depending on the violation. Penalties not paid or cleared could result in the issuance of a warrant requiring the presence of the offender in court to answer the charges. Outstanding violations will be charged against the student's account in the Cashier's office. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be towed from campus at the owner's or operator's expense.

Resident and commuting students are permitted to keep motor vehicles on campus, provided the vehicles are properly registered with Parking Services. Parking permits are $150.00 per vehicle per academic year. Motorcycle permits are one-half the amount indicated for other vehicles.

For students who need a campus parking permit only for evening hours (4:00 p.m. - 7:30 a.m.), a permit is available for $75.00.

UNCG reserves the right to make changes in these charges without advance notice.

Regulations Relating to Public Safety

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase, or possession of alcoholic beverages by people under the age of 21, effective October 1, 1986. The University operates under this provision of the law.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Alcoholic Beverage Policy contained in the **Student Handbook.**

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG is prepared to take disciplinary action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNCG has an obligation to report any information concerning such practices to proper authorities. Please refer to the University's Policy on Illegal Drugs on pp. 469-470 in the Appendix.

Firearms or Other Weapons on University Property

North Carolina law declares it unlawful for anyone to possess or carry (whether openly or concealed) any gun, rifle, or other weapon on property owned, used, or operated by a public or private educational institution.

Policies Relating to Disruption of Educational Process

The complete statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process is printed in the **Policies for Students.** It was adopted by the UNC Board of Governors on October 26, 1970.

Policy Relating to Disruptive Behavior in the Classroom

The complete statement of the University's Policy Regarding Disruptive Behavior in the Classroom is printed in the **Policies for Students.** This policy was adopted by the UNCG Faculty Council on April 9, 1991.

Services for Students

Academic Advising and Support Services (159 Mossman)

The Office of Academic Advising and Support Services coordinates the faculty advising system for the campus and assigns each undergraduate student a faculty advisor.

The Office offers assistance in the following areas: academic probation, appeals and suspension; advisor assignments; changing a major; CLEP exams; consortium courses; correspondence courses; declaring a major, double major or minor; degree audit preparation; learning assistance; ROTC; study abroad; summer transfer credit; and withdrawal from the University.

Campus Ministries

Eight religious organizations are part of United Campus Ministries: Baptist Student Center, Hillel, Presbyterian House, St. Mary's House (Episcopal), University Catholic Center, Wesley-Luther House (United Methodist and Lutheran), InterVarsity Christian Fellowship (non-denominational), and Friendly Christian Outreach. Each of these organizations sponsors a schedule of activities which are open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations. Several religious organizations are active at UNCG. (See p. 373-374.)

Career Services Center (First and Second Floors, Foust)

The Career Services Center assists students and alumni with career exploration and with securing employment. Services are provided in three major areas:

1. Career planning
2. Experiential learning
3. Job search assistance

Staff are available to assist students and alumni with their career plans through individual appointments or group workshops. A number of tools are available to help students assess individual interests, values and skills, and work preferences. A computerized guidance system (SIGI Plus) is available to students and alumni who would like to examine major/career options or gather information on various occupations. The Center maintains a Resource Center which houses career information, employer literature, job listings for part-time, internships, and full-time employment, school district applications, and the Alumni Career Network.

Experiential learning services are provided by the Center's Extern Program and the Job Location and Development Program. The Extern Program provides interested students the opportunity to observe and talk with professionals in their chosen career fields during the Fall and Spring Break. The Job Location and Development Office aids students in locating off-campus employment, summer employment, and internship opportunities while they are enrolled in school.

Full-time job search assistance is provided through a number of programs and services. Individual appointments may be scheduled with staff to discuss career and job search strategies. Job search workshops are scheduled throughout the fall and spring semesters to assist with resumé development, interviewing skill preparation, and job search strategies. A number of special events are sponsored such as the annual Career Day, Education Career Day, Summer Job Fair, Part-time Job Fair, and Nursing Career Day to aid students with their career plans. Seniors, graduate students and alumni are encouraged to register with the Career Services Center so that they may utilize the following services: the On-Campus Interview Program; the Computerized Job Referral Service and the JOB CONNECTION (telephone hot line for full-time professional positions).

Please contact the Career Services Center for further information and individual appointments at (910) 334-5454.

Counseling and Testing Center (12 Gove)

The primary service of the Counseling and Testing Center is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a psychologist is strictly confidential and will not be released without the student's written permission.

The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned with the welfare of someone they know to be experiencing difficulty, such as another student, family member, etc. We are also available to the University community to provide consultation and assistance in developing a campus environment that fosters positive mental health. No fees are charged for counseling and psychological services for enrolled students, although students are required to pay the Student Health Fee.

The Counseling and Testing Center also administers standardized educational testing, including the National Teacher Exam (NTE/PRAXIS), the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT), the Law School Admission Test (LSAT), the Graduate School Foreign Language Test (GSFLT), Miller's Analogy Test (MAT), and the College Level Examination Program (CLEP). Applications and information on these and other testing programs are available in the Counseling and Testing Center at 334-4156.

Disabled Student Services (157 Elliott University Center)

The Disabled Student Services office advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling disabled students to compete on an equal basis in the classroom with their peers. Currently, over 200 students receive some type of academic assistance. Students must register with the office and provide any necessary documentation prior to receiving services. For further information, call (910) 334-5440 (voice & TDD).

Extended Evening Services (EES) (159 Mossman)

EES provides evening services associated with Academic Advising, as well as limited services for Admissions, Cashier, Financial Aid, Graduate School, Health Center (Immunization Clearance), Registrar, Student Affairs, and Traffic Records (see p. 362).

Extended Evening Services is located at 159 Mossman Building (the Office of Academic Advising) and is open 5 - 8 p.m., Monday through Thursday. Students may call EES at (910) 334-5730.

Instructional and Research Computing (235 Bryan)

Instructional and Research Computing, a department of Computing and Information Systems, provides comprehensive computing support and resources to students and faculty for research and instructional purposes. The campus host system is a large Digital Equipment Corporation VAXcluster, including a VAX 6000-610. In addition, there are several Solaris (Sun UNIX) workstations, a Solaris server, and two Ultrix (Digital Unix) machines available for research and instruction. Instructional and Research Computing operates fourteen instructional labs in eleven buildings. The labs house both MS-DOS and Macintosh computers. Most of these computers are connected to the campus-wide network, UNCGNET, for Novell, VAX/VMS, Ultrix, and

Internet host, print, and file services. Terminals are available in the Bryan Building and terminal emulation is available from most of the microcomputer laboratories around the campus.

IBM and compatible microcomputer laboratories are available for student and faculty use in Bryan (4 labs), Elliott, Ferguson, Graham, Stone, Moore, Mary Foust, and Petty. Apple Macintosh computers are located in Elliott, McIver, Health and Human Performance Building, Ferguson, Mary Foust and Brown. Most of the microcomputer laboratories are Novell networked and linked to each other and the VAXcluster and the UNIX machines by the UNCG broadband network. The University continues to work toward a fully networked microcomputer-to-host environment on the developing campus-wide broadband local area network.

UNCG is an Internet node and is a member of BITNET. Each of these is a wide-area network connecting UNCG with universities and other research institutions around the world. Internet provides access to the North Carolina Supercomputing Center in the Research Triangle Park, to other supercomputers and to computers where special logins provide students and faculty with access to many other services.

IRC offers workshops, consultation, and short documents on campus network products.

The International House/Shaw Hall

The International House/Shaw Hall is a residential community on the UNCG campus. It houses both American and international students from all over the world. These residents share experiences common to living in any other residence hall on campus, but they also have the opportunity to develop their understanding of other cultures, values of different people, systems of government, economic structures, and religions. Through educational and social programs designed by the residents and the staff and through daily interaction, International House residents have the opportunity to explore the differences and communalities of the human experience.

The International House should be of particular interest to foreign students, language majors, those involved in International Studies, Political Science, History, or those who have a genuine interest in cross-cultural opportunities.

This program is open to all interested graduate and undergraduate students.

Office of International Programs (112 Foust)

Established in January, 1992, the Office of International Programs works with students and faculty in a variety of ways to bring an international dimension to The University of North Carolina at Greensboro. The Office administers several student and faculty exchange programs between UNCG and sister universities abroad; assists students and scholars who seek funding for international activities; and conducts seminars, visiting scholar lectureships, and other such enrichment activities for the campus community. The Office promotes and conducts UNCG's several Study Abroad programs (see pp. 352-353), and provides counsel to students seeking to spend part of their educational program overseas. Students are encouraged to make use of Office resources as they plan their international experiences.

International Student Advisor (155 Elliott University Center)

The International Student Services Office staff assists international students in making the experience of international education a rewarding one. Often the transition from the customs, culture, and educational system of another country to that of the United States is confusing and difficult. Staff members provide needed information and assistance to this student group regarding Immigration and Naturalization Services (INS) regulations, and University/community resources.

Learning Resources Center (McNutt Center)

This center provides instructional support for students and faculty at UNCG through three divisions:

Creative Services (18 McNutt)

The services of this division include production of audio, video, graphic, and photographic materials for instruction and research.

Electronic Technical Services (63 McNutt)

Installation, modification, maintenance, and repair of electronic instructional and research equipment are the responsibilities of this division. Schools and departments are charged for replacement parts.

Media Services (73 McNutt)

This division provides facilities for individualized instruction, small group videotaping, optical scanning and film and videotape viewing. Equipment of all types is available to both students and faculty for instructional purposes. Materials include college-level 16 mm films and videotapes, and a K-12 collection of print materials. Some restrictions may apply.

Walter Clinton Jackson Library

Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 1,700. The library offers a variety of materials and services to its users. Information regarding collections is available through JACLIN Plus, the Library's online system. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources are available.

Current library holdings number over 2,200,000 items, including 500,000 federal and state documents and 870,000 items in microtext. The library subscribes to approximately 5,600 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. The building includes reading rooms, carrels, study areas in the stack sections, and a classroom/lab equipped with microcomputers.

Special collections include historical physical education materials; cello music collections; the Randall Jarrell Collection; the Lois Lenski Collection; the Woman's Collection; collections devoted to the history of dance, the book as an art form, and modern private presses; and a notable collection of rare books in several fields.

The Library is a depository for the University archives and for material relating to the history of UNCG and is a selective depository for U.S. government documents as well as a depository for State documents. It also houses limited spoken-word and leisure-listening music record collections.

In addition to its own book collections, the Library is able to borrow, by means of interlibrary loan, material from other libraries for faculty and graduate research. Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, and with Duke University, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.

All students cross-registered in the Greater Greensboro Consortium have direct lending access to the libraries of these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Orientation for New Students (155 Elliott University Center)

The Office of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to the campus and to assist with the transitional process into the UNCG community. Programs have been designed to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration of classes along with tours of the campus, informal discussion groups with faculty, and general information sessions facilitated by upperclass students. French, Latin and Spanish language placement tests are given at this time.

Students entering UNCG in the fall semester are invited to participate in a summer program called **Step Ahead,** which occurs the latter part of June, and a fall program, which takes place a few days prior to classes beginning in August. Likewise, orientation programs are planned for students entering in January, a few days prior to the onset of classes for the spring semester.

Registrar's Office (180 Mossman)

The Office of the Registrar is responsible for the registration of all students in courses offered by the University. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling, and the processing of Drop/Add forms are handled by this office. In connection with registration, the Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students. Services provided by this Office include the following:

Certifications. The Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility are also certified by this office.

Change of Address or Name. All University-related mailings access the demographic files maintained by the Registrar's Office. A student should notify this office in writing of any change in address or name.

Graduation and Commencement. Undergraduate students must apply to the Registrar's Office by the semester deadlines published in the University Calendar in order to graduate. The Registrar's Office coordinates the ordering of diplomas and Commencement activities.

Transcripts. The Registrar's Office will provide an official transcript to any student upon written request. Both transcript pick-up and mailing services are available. There is a fee for the issuance of a transcript.

University Directory. The demographic files maintained by the Registrar are also published in the University Directory. Unless a student requests in writing to the contrary the University is permitted to release the following types of information without consent:

name, address, telephone number, date of birth, dates of attendance,
major, degree, and honors information

Under the Family Rights and Privacy Act, a student has the right to request that the disclosure of this information be withheld as long as he/she is enrolled at the University. The above information may be released without permission for students no longer enrolled at UNCG. If a student wishes to have his/her address and phone number omitted from the University Directory, the student should contact the Registrar's Office. Information regarding grades and grade point averages is never released to agencies outside the University without the written consent of the student.

Veterans' Certification. See information on p. 22.

Special Support Services (62 McNutt; temporary location — 109 Park Gym)

Special Support Services is an educational support program sponsored by the U.S. Department of Education and UNCG.

The program, designed to improve academic performance, offers a variety of services: tutoring for a variety of courses, supplementary instruction in writing and mathematics for English and mathematics courses, a skills lab for reading and study skills improvement, computer literacy and word processing, academic advising and career and personal counseling. Enrollment can occur during any undergraduate year for eligible students with continuing access to services until graduation or entrance into graduate school. Services are tailored to individual need and are free of charge.

Speech and Hearing Center (300 Ferguson)

Students with speech, language, voice, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the Communication Disorders Division of the Department of Communication and Theatre.

Student Affairs Office (149 Mossman)

Students are encouraged to take advantage of the open door at the Office of Student Affairs, where the Vice Chancellor for Student Affairs, the Associate Vice Chancellor for Student Affairs, and the Assistant Vice Chancellor are available to work with, listen to, and counsel students.

This office is concerned with the meaningful quality of student life and campus experience and with any interests, problems, or grievances students may have.

Student Health Service (Gove Student Health Center)

The Student Health Service supports the mission of The University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. A strong commitment is made to maintaining professional excellence in addressing the health problems that are unique to this population in an effort to:

- minimize interference in academic achievement by health concerns;
- educate students toward the achievement of a healthy lifestyle as a foundation for pursuing personal and professional goals; and
- contribute to the maintenance of a safe and healthy atmosphere in which students, faculty and staff live and work.

A Health Risk Survey that includes immunization information required by state law is collected from each student at the time of enrollment. Students are encouraged to have their personal physicians communicate specific medical information about significant health problems, physical limitations and psychological or emotional difficulties so that appropriate health services can be continued.

Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Service by appointment (334-5334) or walk-in during regular clinic hours (8:30 AM — 11:30 AM; 1:00 PM — 4:30 PM, Monday through Friday) to provide students with primary medical care, including gynecological, sports medicine and psychiatric services. Clinical support services include laboratory, x-ray and pharmacy services. After 5 PM or on weekends, students can arrange health care by calling the After Hours Clinic (334-5340).

The Health Education unit interacts with students to encourage healthy lifestyle decisions and enable more informed health care choice. Both individual and group consultation are available to address a wide range of topics, including fitness, nutrition, sexuality, sexual victim-

ization, sexually transmitted diseases, substance misuse, self-esteem and self-image problems, stress management and many others. For more information, call 334-3190.

Students enrolled for nine or more hours pay a Student Health Fee each semester. This fee pays for most of the services provided through the Student Health Service and the Counseling and Testing Center. While access to health professionals through office visits is currently "prepaid" through the Student Health fee, additional charges are assessed for some support services, such as laboratory procedures, pharmaceutical items and x-rays. Students who take less than nine hours may elect to pay the fee through the University Cashier's Office or may choose to be seen on a "fee-for-service" basis at a rate comparable to charges in the local medical community.

Students referred for hospitalization, specialty care and diagnostic services not offered through the Student Health Service are responsible for the cost of these services. Students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical expenses. A cost-effective health insurance policy, designed specifically for a student population, is available to health-fee paying students. For more information, please contact the Student Health Service's Administrative Office (334-3080) between 8:00 AM and 5:00 PM, Monday through Friday.

Veterans' Services

Veterans' enrollment certification is handled by the Registrar's Office. See page 22 for more information.

Campus Opportunities

Campus Life

The University and all its resources are organized to offer students an academic experience of the first order and to provide as well opportunities for personal development beyond the classroom through recreational, social, and cultural programs on campus.

The following list of calendar excerpts represents only a portion of the activities scheduled on campus during 1994-95:

UNCG Open House (Preorientation program for prospective students)
UNCG Theatre
African-American History Events
Women's History Celebration
Homecoming
Luminaire Display
UNCG Symphony Orchestra
Athletic Events
Video Programming
UNCG Studio Theatre
Touring Performing Arts
Family Weekend
Spring Fling
Career Days
Martin Luther King, Jr. Celebration

Elliott University Center

Named for Harriet Wiseman Elliott, the University Center is the campus union at UNCG, serving as the community center of the campus for all members of the University. The Center provides space for many student organizations including Student Government, Campus Activities Board, campus media, fraternity and sorority governance groups, and various other activity groups as well as the offices of Minority Student Affairs, Disabled Student Services, ACES, and Orientation/International Student Services. Other service functions located in the building include a micro-computer lab, the registration center, the University Book Store, a copy center, a convenience store, and a variety of food services including Pizza Hut, Taco Bell, Mrs. Field's Cookies, vending machines, catering, and the many offerings in the Soda Shop and Dogwood Room.

Self-realization and growth in individual competency and group effectiveness is learned through student participation in the planning and execution of the Center's programs and services. Art exhibits, films, concerts, lectures, parties, dances, leadership development seminars, and community service opportunities represent only a segment of program offerings to the campus. Services as varied as providing lockers for commuting students, a ride board for riders and drivers, selling tickets for various events on- and off-campus, and providing information on campus events are another part of Elliott University Center's daily operations. In addition, the Center provides a Game Room equipped with billiard tables and the latest in video machines, television viewing rooms, lounges for study and informal gatherings, and an automatic teller machine. The Center provides information, activities, or simply a place for relaxation for the entire University community.

Weatherspoon Art Gallery (Anne and Benjamin Cone Building)

The Weatherspoon Art Gallery, located in the Anne and Benjamin Cone Building at Spring Garden and Tate Streets, features an outstanding collection of 20th-century American art that is both comprehensive and distinguished. There are over 4,500 works of art in the Weatherspoon's permanent collection available for exhibition and study. Willem de Kooning, Louise Nevelson, Robert Rauschenberg, Alexander Calder, and Andy Warhol are just a few of the recognized artists represented. The gallery schedules more than 20 major exhibitions each year and also offers a showcase for student and faculty work. The annual Art on Paper exhibition, sponsored by the Dillard Paper Company, has earned a national reputation. The Weatherspoon Art Gallery exposes the UNCG community and the greater Piedmont North Carolina community to both traditional and experimental art in all media.

University Concert/Lecture Series

Each year the University Concert/Lecture Series brings to the campus exciting and innovative programs by touring performing artists. A committee of students, faculty and staff members advises the Office of Student Activities, which selects performances and sets schedules. Tickets for all programs in the series are available afternoons at the Aycock Auditorium Box Office (334-5546).

Music Performance Organizations

All music organizations are open to all University students by audition.

Chamber Singers
Collegium Music
Jazz Ensembles
Percussion Ensemble
Men's Glee Club
Women's Glee Club
Show Choir
Symphonic Chorus
University Chorale
University Concert Band
University Symphony Orchestra
University Wind Ensemble
University Women's Choir

Chamber ensembles for instrumentalists are organized each semester.

University Dance Company

The University Dance Company provides performance and production opportunities for qualified graduate and undergraduate students who demonstrate technical abilities in dance. The Company's activities include on-campus concerts for adult and youth audiences. Its repertoire consists of traditional and experimental modern dances choreographed by dance faculty, dance students, and well-known dance artists. Auditions are required for participation and are sponsored by the Dance Department.

University Theatre Programs

The Theatre Division of the Department of Communication and Theatre has five production programs. These programs present a balanced selection of works each year involving plays, a musical, and an opera. Plays include works selected from a two year rotation among the significant periods and genres of drama and also include works designed for young audiences. These plays present an important co-curricular dimension of the artistic program of the University and offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of NCTYP professional productions and a few professional guest artists, roles are reserved for students and are not cast from non-student community residents.

UNCG Theatre

Four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

Studio Theatre

Four plays are presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within the Taylor Building Studio Theatre or Curry Auditorium and are directed by M.F.A. directing candidates or faculty.

Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows; and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted in the Green Room on the first floor level of the Taylor Building. Productions are scheduled in either Curry Auditorium or the Taylor Building Studio Theatre at 3:30 p.m. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

North Carolina Theatre for Young People

UNC-Greensboro is the host institution for the North Carolina Theatre for Young People (NCTYP). The North Carolina Theatre for Young People Professional Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. In addition, each semester NCTYP produces a major play using student rather than professional actors.

Summer Theatre Program

The UNC-Greensboro Summer Theatre Program produces a series of plays which are presented on campus during June. The program is designed to meet the educational needs of students, especially B.F.A. and M.F.A. candidates who are completing internship requirements.

Auditions are open to any enrolled student, however, and and summer term practicum courses are available for non-majors.

Student Government

Authorized by the UNCG Board of Trustees and faculty, the Student Government (SG) is another form of continuous education in action. SG is UNCG's way of implementing the idea that self-government is appropriate for mature students. Operating with a constitution written and accepted by students, it represents an effective means through which students share with the administration and faculty the responsibility for creating and maintaining an atmosphere conducive to total education of the student. SG is represented on faculty-administrative committees that are concerned with current evaluations of academic, social, and student welfare policies.

It is understood that matters relating to academic questions, the health of the UNCG community, the control of property, and special cases of discipline are handled by the faculty and administrative officers of UNCG.

Information about Student Government honor policy, judicial policy, or social regulations may be found in the **Student Handbook.**

Student Media

The Carolinian

UNCG student newspaper, published once a week.

The Coraddi

UNCG student literary magazine.

Kaleidoscope

Video Magazine

Radio Station

WUAG, the UNCG radio station, is student operated under the University Station Administrative Board. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extracurricular radio experience for those interested in broadcasting. WUAG broadcasts daily from 7:00 a.m. to 1:00 a.m. at 103.1 FM.

Clubs and Organizations

Campus organizations recognized during the 1993-94 academic year are listed below. The **Student Handbook** contains detailed descriptions and membership information on formally recognized student organizations and activities.

Honorary Societies

Alpha Lambda Delta (Freshmen)
Alpha Psi Omega (Communication and Theatre)
Beta Alpha Psi (Accounting)
Beta Beta Beta (Biological Sciences)
Beta Gamma Sigma (Business)
Chi Sigma Iota (Counseling)
Delta Pi Epsilon (Business)
Financial Management Honor Society
Gamma Theta Upsilon (Geography)
Golden Chain (campus honorary society recognizing leadership, scholarship, and service)
Mu Phi Epsilon (Music Honorary)
*Phi Beta Kappa (liberal studies including liberal B.S.)
Phi Sigma Pi
Pi Delta Phi (French)
Pi Mu Epsilon (Mathematics)
Psi Chi (Psychology)
University Marshals

**UNCG is one of only five higher education institutions in North Carolina approved to have a chapter of Phi Beta Kappa.*

General Organizations

UNCG Alcoholics Anonymous
Asian-American Student Association
Campus Activities Board
Campus Al-Anon Family Group
Cheerleading Team
College Libertarians
College Republicans
Collegiate Music Educators National Conference
Commuter Students Association
Environmental Awareness Foundation
Gay, Lesbian, and Bisexual Students' Association
Graduate Student Association
Habitat for Humanity
International Students Association
Medieval Society
NAACP
Neo-Black Society
North Carolina Student Legislature
Science Fiction Fantasy Federation (SF3)
Spanish-American/Latino Student Association
Spartan Rowdy Crowd
Student Government Association
Students for Life
Women's Leadership Coalition

National Societies and Professional Groups; Departmental Clubs

American Association of Textile Chemists and Colorists
American Society of Interior Designers
Anthropology Club
Association for Computing Machinery
Association for Education of Young Children
Association of Nursing Students
Biology Club
Biology Graduate Student Association
Black Business Student's Association
Black Student Nursing Association
Classics Club
Clothing and Textile Club
Communicators
Counselor Education Student Association
Delta Sigma Pi (Business)
Economics Club
Finance, Insurance and Real Estate Society
Food, Nutrition and Food Service Management
Geography Club
Graduate Music Student Association
History Club
History Graduate Student Association
Human Resources Management Association
MBA Association
MPA Alliance
Model United Nations Association
National Association of Social Work Student Organization
National Student Speech, Language and Hearing Association
North Carolina Art Educators Association
Phi Beta Lambda
Phi Mu Alpha Sinfonia (Music)
Philosophy Club
Pi Sigma Epsilon
Political Awareness Club
Prime Movers Dance Club
Russian Club
Sigma Theta Alpha, Gamma Chapter
Skeptical Chymists
Society for Information Technology
Spanish Club
Student North Carolina Association of Educators (SNCAE) (Phi Sigma Nu)
University Association of Educators for the Deaf

Religious Organizations

Alternative (nondenominational Christian)
Baha'i Club
Baptist Student Union
Collegian Christian Fellowship
Fellowship of Christian Athletes
Friendly Christian Outreach
Hillel
Inter-Varsity Christian Fellowship
Latter Day Saints Student Association
New Generation Campus Ministry
Nurses Christian Fellowship
Presbyterian Campus Ministry

St. Mary's House (Episcopal)
The Way
University Catholic Center
Wesley-Luther House (Methodist-Lutheran)

Greek Organizations

The Greek system at UNCG offers students a channel for social growth and organizational leadership, drawing strength from its own diversity. For those students who wish to pursue membership, the fraternities and sororities at UNCG offer a positive educational and social experience and provide an extra dimension to campus life.

Administration of the Greek system is conducted through the Office of Student Activities in Elliott Center. For further information about sororities and fraternities, please contact the Office of Student Activities at 334-5800 or speak with officers of the individual organizations. A full list of these organizations follows:

Fraternities

(National Interfraternity Council)
Kappa Delta Rho
Lambda Chi Alpha
Pi Kappa Phi
Sigma Nu
Sigma Phi Epsilon

Sororities
(National Panhellenic Council)
Alpha Chi Omega
Alpha Delta Pi
Chi Omega
Phi Mu
Sigma Sigma Sigma

Fraternities and Sororities (National Pan-Hellenic Council)
Alpha Kappa Alpha
Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi
Phi Beta Sigma
Zeta Phi Beta

Service Organizations

Alpha Phi Omega (National Service Fraternity)
Gamma Sigma Sigma (National Service Sorority)
University Ambassadors

Sports Clubs

Equestrian Club
Fencing Club
Men's Lacrosse
Men's Soccer Club
Outdoor Activities Club
Spartan G's Dance Club
Sports Officials Club
United Martial Arts Club
University Club Sports Council
Women's Club Soccer Team
Women's Lacrosse

Athletics and Recreation

On-campus facilities include gymnasia, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, a nine-hole golf course, ten lighted tennis courts, and playing fields for soccer, field hockey, softball, rugby, and flag football.

Intercollegiate Athletics

The University fields seven men's and seven women's teams:

Men's & Women's Soccer
Women's Volleyball
Men's & Women's Basketball
Men's & Women's Tennis
Men's & Women's Golf
Women's Softball
Men's Baseball
Men's and Women's Cross Country
Men's Wrestling

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division I.

The goal of the Athletic Department is to offer a competitive schedule regionally while striving toward national recognition. Men's soccer and basketball, and women's volleyball, basketball, and tennis have all been involved in post season NCAA championship play. Men's soccer won national titles in 1982, 1983, 1985, 1986 and 1987. Women's basketball finished second in national competition in 1982 and third in 1988. Women's tennis finished second in 1983. Men's Soccer was national runner-up in 1989.

Campus Recreation (Student Recreation Center)

Located in the new Student Recreation Center, the Office of Campus Recreation provides a wide variety of recreational services for the University community including intramural sports, fitness programming, informal recreation, club sports and outdoor recreation. The "Rec Center" covers 86,900 square feet and includes three multi-purpose gymnasiums for basketball, volleyball, badminton and soccer. A jogging track, racquetball courts, an exercise room with exercise bikes, stair climbers, rowers, weight lifting machines and a large aerobic fitness room enhances Campus Recreation's ability to offer students, faculty and staff the best in recreation and fitness opportunities. The department also employs a large number of students as facility supervisors, fitness instructors, lifeguards, artists, intramural officials, marketing specialists, program supervisors, and office receptionists.

Additionally, the University's other gyms, swimming pool, fitness areas, golf course, tennis courts, and outside fields are available for informal recreation throughout the day. A schedule of the hours that the facilities are available for informal recreation may be obtained in the Student Recreation Center or by calling the Campus Recreation Information Line at 334-3060 for recorded information. Equipment such as balls, bats, gloves, frisbees, outdoor volleyball equipment and camping equipment may be checked out from the Equipment Rooms in the Student Recreation Center with the appropriate validated ID.

The Fitness Program offers numerous opportunities for individuals to participate in Step aerobics, low impact aerobics classes, sculpting/toning, and cardio-splash. Noon, afternoon, evening and weekend classes are available. In addition to the activity classes, the Fitness Program also offers information, goal setting, basic fitness testing and evaluation, and encouragement to

individuals who wish to develop their own fitness programs through the Individualized Fitness Program.

The new Outdoor Recreation program is located on the ground floor near the northeast corner of the Student Recreation Center. The goal of the program is to provide opportunities to the University community for outdoor adventure experiences. The program offers an equipment rental program for basic camping and hiking equipment, as well as mountain bikes and roller blades, and is a resource center with information on state parks and outdoor activities. Also, educational workshops relating to outdoor activities are offered. Call 334-4033 for more information.

Intramural sports for men and women include volleyball, basketball, billiards, bowling, flag football, golf, racquetball, indoor and outdoor soccer, softball, table tennis, tennis, and badminton. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all aforementioned sports. The Office of Campus Recreation also sponsors special events including: Fall Kickoff, the Jitters Jog, Games and Cards Night, the Golf Classic, and All-Nighters in the Student Recreation Center.

Club sports are offered for interested groups of students in Table Tennis, Men's and Women's Lacrosse, Fencing, Dancing, Karate, Ultimate Frisbee, Baseball, Swimming, Outdoor Adventure, Volleyball, Men's and Women's Soccer, Equestrian, Bowling, and Scuba Diving. Students interested in forming a new sports club are invited to contact the Campus Recreation Office.

Piney Lake Field Campus

Piney Lake is a 40-acre field campus located eight miles south of Greensboro. It is used by UNCG students, faculty, staff members, their families and guests for outdoor recreation. The facility includes two lakes, one for swimming, canoeing, and fishing, and the other for fishing only. A picnic pavilion, picnic tables and BBQ grills are located next to the beach and swimming area. Other recreational activities include sunbathing, volleyball, horseshoes, table tennis and hiking. Eight sleeping cabins and a lodge capable of accommodating 64 people are available. The School of Health and Human Performance uses the field campus for instructional programs in camping and outdoor/environmental education as do other departments and schools for instructional work in outdoor laboratories.

Piney Lake operates a Summer Day Camp for children ages 6-12 from June to August. The focus of the camp is Outdoor Environmental Education.

Piney Lake is open daily from April 1 to Fall Break in October for Open Recreation. It is open year round for group reservations. Piney Lake is open on all holidays during the Open Recreation period.

Maps to Piney Lake are available at EUC Information Desk and the Campus Recreation Office. For more information about Piney Lake, call the Director, 274-4216.

ALUMNI, DEVELOPMENT, AND FRIENDS OF UNCG

Alumni Affairs

UNCG's Office of Alumni Affairs works to foster alumni interest in and loyalty to the University by providing programs and activities which involve alumni with UNCG. The Office serves as the University's central point of contact for alumni and coordinates alumni involvement in admissions programs, homecoming, career networking, and, with the Alumni Association, develops programs and activities that lead current students to involvement as alumni.

Alumni House

Described as "a link, actual and sentimental, with the beginnings" of the University, Alumni House stands on the site of Guilford Hall, one of the four original buildings on campus. Completed in 1937 at a cost of nearly $160,000, the colonnaded structure follows the architectural style of Homewood, the Charles Carroll mansion on the campus of Johns Hopkins University.

Alumni House provides rooms for receptions, parties, and meetings for the University community and Association members. It also houses offices of the Division of Development and University Relations and the offices of the Alumni Association.

Alumni Association

Organized in 1893 and incorporated by the General Assembly of North Carolina in 1909 to promote education, the association works to advance the interests of UNCG and encourage cooperation of alumni in the work of the University. Annual and Life memberships are available to alumni and friends.

Development Office

UNCG's Development Office seeks financial support from private sources in an effort to enrich the total educational program at UNCG. The Development Office coordinates activities related to advancing public understanding and support of the University. These responsibilities include public relations, publications, fund raising, and alumni affairs.

University Annual Giving

University Annual Giving seeks private financial support for the University from a wide variety of sources to provide assistance in meeting a broad range of needs not covered by state appropriations. Trustees, alumni, faculty and staff, foundations, parents, and other friends of UNCG are asked to make annual contributions to the University to help meet these needs. University Annual Giving provides support for scholarships, student loans, and many other valuable enrichment programs.

Office of Information Services

The University's official public information office writes news and feature stories, coordinates press coverage, sets up press conferences, and provides related services in public information and public relations. The office also coordinates the University's Speakers Bureau.

Friends of UNCG

UNCG is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community, and friends of the University throughout North Carolina give to and receive from UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG's continuing education programs, special seminars, University Concert/Lecture Series, and student productions and concerts receive community patronage and enthusiastic support. In addition, business and civic leaders and interested individuals join forces with UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG's friends and supportive groups are the following:

Friends of the Library

Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the book collection and the nationally recognized Woman's Collection, bringing speakers to campus, and providing library services to the entire community.

Weatherspoon Gallery Association

Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions, and offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

Angels of the UNCG Theatre

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

UNCG Musical Arts Guild

Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships, and assisting with musical programs and projects and the purchase of recordings and specialized equipment.

Human Environmental Sciences Foundation

Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Human Environmental Sciences. Present endowment is slightly over $1,000,000.

The UNCG Excellence Foundation

Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service, and research at UNCG." Present endowment exceeds $7,000,000.The fund supports six Excellence Foundation professorships as well as fellowships and other University endeavors.

The Spartan Excellence Fund

The Spartan Excellence Fund was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds or student fees are utilized.

Chapter 7
Tuition, Fees, and Financial Aid

Tuition and Fees

The expense figures listed in this chapter are for the **1994-95** academic year. However, much of this information is based on 1993-94 rates since new 1994-95 rates had not been approved at the time this book was printed. Questions regarding current fees should be directed to the Cashier's Office (334-5831). *UNCG reserves the right to make changes in these charges without advance notice.*

1994-1995 UNCG UNDERGRADUATE ANNUAL EXPENSES for FULL-TIME STUDENTS (based on 1993-94 rates)

Tuition and Required Fees	
Tuition and Academic Fees	
In-State Students	846.00
Out-of-State Students	7,888.00
General Fees	188.00
Student Activities Fees	610.00
Registration Fee	10.00
Education & Technology Fee	73.00
Room and Board	
Room	
Double Occupancy	1,790.00
Single Occupancy	2,433.00
Board	
19 meals per week, no cash	1,760.00
15 meals per week, plus $100 per semester	1,760.00
10 meals per week, plus $150 per semester	1,760.00
7 meals per week, plus $200 per semester	1,760.00
45 meals per semester, plus $275 per semester	1,100.00
(Total cost for MOST in-state students on campus)	**$5,277.00**
(Total cost for MOST out-of-state students on campus)	**$12,319.00**

Note: Students living on campus are **required** to contract with UNCG for room and board. Students living off campus pay only the tuition and required fees.

The tuition and academic fees paid by UNCG students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government.

RESIDENCE STATUS FOR TUITION PURPOSES

General. The tuition charge for persons who qualify as residents for tuition purposes is substantially less than that for nonresidents. An interpretation of the North Carolina law (General Statute 116-143.1) governing residence classification for tuition purposes follows. A complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions in North Carolina in the Matter of Student Residence Classification for Tuition Purposes.* Each enrolled student is responsible for knowing the contents of that Manual, which is the controlling administrative statement of policy on this subject. Copies of the Manual are available for inspection in the Business Office, the Library, the Graduate School Office, and the undergraduate Admitting Offices.

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode coincident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie evidence, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, non domiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or reregistration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, or does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer that the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date of which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person

on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer instate tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

GENERAL STATUTES FOR DETERMINING LEGAL RESIDENCE FOR TUITION PURPOSES AND TUITION OF PERSONNEL IN ARMED SERVICES STATIONED IN NORTH CAROLINA

116-143. I Provisions for determining resident status for tuition purposes. - (a) As defined under this section:

(l) A "legal resident" or "resident" is a person who qualifies as a domiciliary of North Carolina; a "nonresident" is a person who does not qualify as a domiciliary of North Carolina.

(2) A "resident for tuition purposes" is a person who qualifies for the in-State tuition rate; a "nonresident for tuition purposes" is a person who does not qualify for the in-State tuition rate.

(3) "Institution of higher education" means any of the constituent institutions of the University of North Carolina and the community colleges and technical institutes under the jurisdiction of the North Carolina State Board of Education.

(b) To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his length of residence in the State.

(c) To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode coincident to enrollment in an institution of higher education.

(d) An individual shall not be classified as a resident for tuition purposes and, thus not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-State tuition rate.

(e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in the State the five consecutive years prior to enrolling or reregistering at the institution of higher education at which resident status for tuition purposes is sought.

(f) In making domiciliary determinations related to the classification of persons as residents or nonresidents for tuition purposes the domicile of a married person, irrespective of sex, shall be determined, as in the case of an unmarried person, by reference to all relevant evidence of domiciliary intent. For purposes of this section:

(l) No person shall be precluded, solely by reason of marriage to a person domiciled outside North Carolina from establishing or maintaining legal residence in North Carolina and subsequently qualifying or continuing to qualify as a resident for tuition purposes

(2) No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina and subsequently to have qualified or continued to qualify as a resident for tuition purposes;

(3) In determining the domicile of a married person, irrespective of sex, the fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

(g) Any nonresident person, irrespective of sex, who marries a legal resident of this State or marries one who later becomes a legal resident, may, upon becoming a legal resident of this State, accede to the benefit of the spouse's immediately precedent duration as a legal resident for purposes of satisfying the 12-month durational requirement of this section.

(h) No person shall lose his or her resident status for tuition purposes solely by reason of serving in the armed forces outside this State.

(i) A person who, having acquired bona fide legal residence in North Carolina, has been classified as a resident for tuition purposes but who, while enrolled in a State institution of higher education, loses North Carolina legal residence, shall continue to enjoy the in-state tuition rate for a statutory grace period. This grace period shall be measured from the date on which the culminating circumstances arose that caused loss of legal residence and shall continue for 12 months provided, that a resident's marriage to a person domiciled outside of North Carolina shall not be deemed a culminating circumstance even when said resident's spouse continues to be domiciled outside of North Carolina and provided further, that if the 12 month period ends during a semester or academic term in which such a former resident is enrolled at a State institution of higher education, such grace period shall extend in addition to the end of that semester or academic term.

(j) Notwithstanding the prima facie evidence of legal residence of an individual derived pursuant to subsection (e), notwithstanding the presumptions of the legal residence of a minor established by common law, and notwithstanding the authority of a judicially determined custody award of a minor, for purposes of this section, the legal residence of a minor whose parents are divorced, separated, or otherwise living apart shall be deemed to be North Carolina for the time period relative to which either parent is entitled to claim and does in fact claim the minor as a dependent pursuant to the North Carolina individual income tax provisions of G.S. 105.149(a) The provisions of this subsection shall pertain only to a minor who is claimed as a dependent by a North Carolina legal resident.

Any person who immediately prior to his or her eighteenth birthday would have been deemed under this subsection a North Carolina legal resident but who achieves majority before enrolling at an institution of higher education shall not lose the benefit of this subsection if that person:

(1) upon achieving majority acts to the extent that the person's degree of actual emancipation permits in a manner consistent with bona fide legal residence in North Carolina; and

(2) begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution.

(k) Notwithstanding other provisions of this section, a minor who satisfies the following conditions immediately prior to commencement of an enrolled term at an institution of higher education, shall be accorded resident tuition status for the term:

(1) the minor has lived for five or more consecutive years continuing to such term in North Carolina in the home of an adult relative, other than a parent domiciled in this State; and

(2) the adult relative has functioned during those years as a de facto guardian of the minor and exercised day-to-day care, supervision, and control of the minor.

A person who immediately prior to his or her eighteenth birthday qualified for or was accorded resident status for tuition purposes pursuant to this subsection shall be deemed upon achieving majority to be a legal resident of North Carolina of at least 12 months duration, provided that the legal residence of such an adult person shall be deemed to continue in North Carolina only so long as the person does not abandon legal residence in this State.

(l) Any person who ceases to be enrolled at or graduates from an institution of higher education while classified as a resident for tuition purposes and subsequently abandons North Carolina domicile shall be permitted to reenroll at an institution of higher education as a resident for tuition purposes without necessity of meeting the 12-month durational requirement of this section if the person reestablished North Carolina domicile within 12 months of abandonment of North Carolina domicile and continuously maintains the reestablished North Carolina domicile at least through the beginning of the academic term(s) for which in-state tuition status is sought. The benefit of this subsection shall be accorded not more than once to any one person.

[Note: The North Carolina State Board of Education, referred to in G.S. 116-143(1)(3) ceased to exist on April 26, 1979 and its jurisdiction over the community colleges and technical institutes was assumed on that date by the State Board of Community Colleges pursuant to the provisions of Chapters 462,896, and 1130 1979 Session Laws.]

116-143.3 Tuition of personnel in the armed services

(a) For purposes of this section the term "armed services" shall mean the United States Air Force, Army, Coast Guard, Marine Corps, and Navy, the North Carolina National Guard, and any Reserve Component of the foregoing. The term "abode" shall mean the place where a person actually lives, whether temporarily or permanently, the term "abide" shall mean to live in a given place.

(b) Any member of the armed services upon qualification for admission to an institution of higher education as defined in G.S. 116-143.1(a)(3) but not qualifying as a resident for tuition purposes under G.S. 116-143.1 shall be charged the out-of-state tuition rate provided that the out-of-state tuition shall be forgiven to the extent that the out-of-state tuition rate exceeds any amounts payable to the institution or the service member by the service member's employer by reason of enrollment pursuant to such admission while the member is abiding in this State coincident to active military duty, plus the amount that represents the percentage of the out-of-state tuition rate paid to the institution or the service member's employer multiplied by the in-State tuition rate and then subtracted from the in-state tuition rate.

(c) Any dependent relative of a member of the armed services who is abiding in this State coincident to active military duty, as defined by the Board of Governors of The University of North Carolina and by the North Carolina Board of Community Colleges while sharing the abode of that member shall be eligible to be charged the in-state tuition rate if the dependent relative qualifies for admissions at an institution of higher education as defined in G.S. 116-143.1(a)(3). The dependent relatives shall comply with the requirements of the Selective Service System if applicable, in order to be accorded this benefit. In the event the member of the armed services removes his abode from North Carolina during an academic year, the dependent relative shall continue to be eligible for the in-state tuition rate during the remainder of that academic year.

(d) The burden of proving entitlement to the benefit of this section shall lie with the applicant therefor.

(e) A person charged less than the out-of-state tuition rate solely by reason of this section shall not, during the period of receiving that benefit, qualify for or be the basis of conferring the benefits of G.S. 116-143.1(g), (h), (i), (j), (k), or (l).

FEES

Health Service Fee

All students living on campus and all students living off campus taking 9 or more hours are required to pay the health service fee, which provides medical services to students. (See Chapter 6, **The University Community,** for further description.)

Part-time students living off campus enrolled for less than 9 hours may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Center.

General Fees

Payment of this fee gives students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Room Rates: Double and Single Occupancy

The room rate of $1,790.00 per academic year is based on double occupancy, and includes local telephone charges. Occasionally vacancies in residence halls permit a normally double room to be occupied as a single room. When this occurs and when a student applies for a single room, the room rent is 50% more than the regular rate for a student in a double room.

Board Plans

All students who live on campus are required to contract for meals in the UNCG dining halls. Several meal plans are available (please note—rates are based on 1993-94 information):

19 meals per week, no cash	$880.00
15 meals per week, plus $100 per semester	$880.00
10 meals per week, plus $150 per semester	$880.00
7 meals per week, plus $200 per semester	$880.00
45 meals per semester, plus $275 per semester	$550.00

A student may select one meal plan for the first semester and then change to another meal plan for the next semester. However, once an election has been made for a given semester, it cannot be changed during that semester.

The week runs from Saturday breakfast through the following Friday dinner, and any unused meal entitlement cannot be carried past that Friday dinner.

For any week that the dining hall is in operation for only part of the week, the number of meal entitlements for that week shall be reduced in the same proportion as the part of the week that the dining hall is closed.

Ten dollars ($10.00) will be charged for replacement of a lost ID card.

Part-Time Students

A part-time student for fee purposes is defined as one taking fewer than 12 semester hours of work each semester. Students taking 12 or more hours per semester pay the same tuition and fees specified above for full-time students.

Students Taking From 0-11 Hours (UNDERGRADUATE)

Undergraduate students taking fewer than 12 semester hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Service. All on-campus students pay the health service fee. Undergraduate tuition and fees for part-time students **for the 1994-95 academic year** follow (please note—rates are based on 1993-94 information):

1994-95 UNDERGRADUATE TUITION AND FEES (Per Semester)
(based on 1993-94 information)

Credit Hours Per Semester	Tuition		Health Fee	General Fees	Registration Fee	Educ/Tech Fee	Totals	
	In-State	Out-of-State					In-State	Out-of-State
0-5	$ 106.00	$ 986.00	$ 0.00	$ 76.50	$ 5.00	$ 9.25	$ 196.75	$ 1,076.75
6-8	212.00	1,972.00	0.00	152.50	5.00	18.25	387.75	2,147.75
9-11	317.00	2,958.00	70.50	229.00	5.00	27.50	649.00	3,290.00
12 & over	423.00	3,944.00	94.00	305.00	5.00	36.50	863.50	4,384.50

UNCG reserves the right to make changes in these charges without advance notice.

Questions regarding current fees should be directed to the Cashier's Office (334-5831).

SPECIAL FEES

Auditing

A regular full-time student may audit one course free per semester. A registered part-time student may not audit more than two courses per semester and is charged a fee of $15.00 per course. A person who is not a registered credit student can receive a record of enrollment as a registered auditor. The fee is $196.75 in-state and $1,076.75 out-of-state for each course audited. Visiting auditors are not registered students and may apply to the Office of Continuing Education to audit courses for a $15.00 fee per course. See **Admissions**, Chapter 2, for details.

Music Performance

In addition to regular tuition and fees, music majors pay $45.00 per semester to compensate for private and class instruction in music performance. Non-music majors pay $30.00 per credit hour for private performance study. Class performance study, when assigned, is $15.00 per credit hour. Graduate music majors may elect to be assessed under either category. Auditing or noncredit registration in music performance is not permitted.

Music Practice Fees and Instrument Rental

Special fees are charged for the use of practice rooms and instruments. A schedule of these fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable during registration.

Laboratory Breakage Deposit

The standard academic fees charged all students include the use of laboratory facilities. However, students are required to pay a $10.00 laboratory breakage deposit to cover the cost of any equipment which is broken or lost. The deposit is determined by the departments involved after periodic inspections and inventories. Any unused portion of the breakage deposit is refunded at the end of the academic year.

Special Medical Service Charge

Although the health service fee covers ordinary medical services provided by the Student Health Center, additional nominal charges are made for special services such as x-rays and certain medications. The University Physician determines the amount of these charges. They are payable upon receipt of a statement from the Health Center. Students not living on campus who are confined to the Health Center are charged for the meal service.

Due to high medical costs in the United States and to historical experience of previous international students, all nonimmigrant students, regardless of status or semester hours taken, are required to pay the student health fee and are encouraged to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan which meets the above requirements is available to UNCG students. Information on this may be obtained from the International Advisor.

Students who elect not to pay the health service fee may be treated at the Health Center on a fee-for-service basis. Standard medical charges will be made for any services rendered.

Student Identification Cards

A permanent University ID card will be issued to each student upon completion of registration for the first semester at UNCG. If this permanent ID card is lost, there is a $10.00 replacement fee which is to be paid at the Cashier's Office.

Graduation Fee

A fee, which covers the rental of a cap and gown and the cost of a diploma, is charged to all degree candidates. It is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees in absentia.

Transcripts

A fee is charged for release of all academic transcripts to off-campus agencies and employers.

OTHER EXPENSES

Books and Supplies

Costs generally run $400-$450 per year for books and related supplies. These are to be paid for as purchased, either from the University Book Store or elsewhere.

Residence Hall Furnishings

Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels, and room accessories such as study lamps, draperies, scatter rugs, wastebaskets.

Car Registration

Registration and parking permits are required for all student-operated motor vehicles. See Chapter 6, **The University Community,** for details.

Uniforms

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store.

Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of financial aid jobs require special uniforms. Unless the student has advance information as to exactly what is required, it is preferable to purchase these items after arrival.

Nursing Majors

Special fees for nursing students are discussed in Chapter 4 under the **School of Nursing.**

Laundry & Dry Cleaning Service

The University does not provide any laundry or dry cleaning service. Coin-operated washing machines and dryers are located in each residence hall.

Telephone Service

Local telephone service is available in all residence hall rooms; room occupants may contract for long-distance service directly with Southern Bell Telephone Company. The University is not responsible for telephone service contracts between the student and outside parties.

Payment of Fees and Payment Plans

Schedule of Payments for Full-Time Students

The expenses table gives costs on a nine-month academic year basis. To figure the amount due each semester, divide your total expense figure by two. This is the amount which should be paid to the University cashier during registration each semester. When applicable, the required deposit, discussed below, should be subtracted from amount due for the spring semester because it is credited toward spring semester costs.

Payment of Fees/Confirmation of Registration

Payment for the Fall and Spring Semesters should be made by the deadline dates set by the Registrar and published in the University Calendar and in the semester Schedule of Courses booklets. The deadline dates are also set forth in the letter of instructions mailed to students. *Payments not received by these dates will result in the cancellation of registration.* **Payment by mail is encouraged.** The University ID Center will validate all student ID cards upon enrollment verification through their automated file.

Additional Banking Information

A Wachovia Teller II is located in the Elliott University Center; NationsBank and the State Employees Credit Union maintain 24 hour teller machines in the dining hall. Students may establish checking accounts at one of the banks in Greensboro for banking services. Student identification cards will enable students to cash checks for up to $50 at the University Cashier's Office for a fee of 50¢ per check. Checks that are returned for non-payment will be charged a $20.00 return check fee for each returned check. This fee will be assessed to either the maker of the check or last endorser (whoever last negotiated the check). UNCG has the authority to cancel semester registrations for non-payments resulting from a returned checks.

The Cashier's Office is open between 8:30 am and 4:00 pm, Monday through Friday, and is located in 150 Mossman Building (334-5831).

Student Credit Policy

Tuition and fees for all University students are due and payable before or on registration day. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards. Do not send cash through the mail.

As an exception to the above policy, students may be granted deferments (credit) only if they meet one of the following criteria:

(1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for

deferable financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Subsidized Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants. Students who have College Work-Study or other need-based campus work are expected to apply all other aid funds immediately to their accounts, but may contract individually with the Cashier regarding payment of their wages to their charges. Wherever possible term-time earnings should be used to cover personal expenses.

(2) Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Credit requests under this provision must be submitted to the Financial Aid Office accompanied by a Financial Aid Form no later than ninety (90) days before the beginning of an academic term. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.

(3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible.

Refund Policy for Student Fees and Charges

General

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

If a situation arises in which the University administration considers that equity would best be served by cancelling a student's registration, it will do so and all charges will be refundable.

For Students Who Have Not Completed Registration: Housing Deposits

Housing deposits for freshmen and transfers are fully refundable if requested in writing from the Director of Residence Life by June 1, preceding the fall semester for which the contract applies.

Housing deposits for continuing students are fully refundable if requested in writing from the Director of Residence Life by June 1 preceding the fall semester for which the contract applies. If UNCG determines that a student is not eligible to return, a refund will be made upon receipt of a written request.

Exceptions: Deposits are fully refundable by administrative action at any time for death of student, health reasons as certified by the University Student Health Center, and death in the immediate family which prevents enrollment.

Deposits are refundable if authorized by the Refund Committee.

For Students Who Have Completed Registration: Tuition and Fees

During the first two weeks of a semester, tuition and fees (not room and board) are refundable except for 10% of these charges. See the UNCG Calendar for deadline dates. After the first two weeks of classes, tuition and fees are not refundable. Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are not entitled to a refund with the exception of a pro rata refund of board charges (if applicable).

Exceptions: Charges are refundable by administrative action on a pro rata basis for the unexpired portion of the term for reasons such as the following: death of student, withdrawal for adequate medical reason as certified by the University Student Health Center, and death in the immediate family which necessitates student withdrawing.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Late Fees for Registration

Continuing students eligible to register at the close of one term for the following semester who choose not to do so, or who fail to confirm their registration, will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrably shown that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

For Students Who Have Received Financial Aid

If it has been determined that any of a financial aid recipient's UNCG charges (tuition, fees, or room and board) are refundable in any amount, the student will not receive any of the refund until the Financial Aid Office determines what portion of the refund, if any, needs to be repaid to the financial aid programs from which the student received funds.

When a student has received financial aid funds for purposes of indirect (non-institutional) educational costs such as books and supplies, personal expenses, off-campus living and food expenses, or travel expenses, the student should expect to be responsible for repaying any portion of the funds received which cannot be attributed to the expenses incurred during the student's actual period of enrollment.

First-time enrollees receiving Title IV aid qualify for a pro-rata refund of tuition and fees.

Further information regarding refund or repayments of financial aid awards can be found in the Financial Aid section of this catalog.

Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing or in person. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The committee normally does not grant a refund if a student withdraws for personal reasons such as failing or transferring to another school. (Going to another campus of The University of North Carolina is the same as going to another school, since each is administered separately for financial purposes.)

Financial Aid

UNCG administers an extensive financial aid program which provides assistance to more than half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work. (Eligibility for need-based programs is determined through an analysis of family financial information provided on the Free Application for Federal Student Aid [FAFSA] or the Renewal Free Application for Federal Student Aid [RFAFSA]). For information on programs, services, and application procedures, contact the Financial Aid Office at the following address:

UNCG Financial Aid Office
723 Kenilworth Street
Greensboro, NC 27412-5001
(910) 334-5702
Hours of operation: 8:00 a.m. — 5:00 p.m., Monday — Friday

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

UNCG Policy on Satisfactory Academic Progress for Financial Aid Recipients

All students receiving financial aid (scholarships, grants, loans and/or work-study) are required to meet the standards of the UNCG Policy of Satisfactory Academic Progress for Financial Aid Recipients in order to maintain eligibility for funding. Further information concerning this is available through the Financial Aid Office.

Conditions of Award Receipt

As a condition of your award acceptance at UNCG, please be aware of your following responsibilities.

1) You must pick up your aid from the Cashiers' Office (151 Mossman) each semester. (Your aid package has been awarded on a semester/term basis. Each semester/term you must sign to have your aid applied to your outstanding charges with the University or to receive any aid which should be paid directly to you.)
2) You must retrieve your aid from the Cashiers' Office within 15 working days. (If you are receiving your award notification prior to the beginning of the term for which the aid is intended, then you have 15 working days from the beginning date of the semester to pick up your aid. If you are receiving your notification during the semester, you have 15 days from the point in time in which your aid is accessible through the Cashiers' Office to retrieve it.)
3) You must keep current your local and permanent telephone number and address through the Registrar's Office. (Many circumstances arise which require that the Financial Aid Office contact you in an immediate fashion.)
4) You must notify the Financial Aid Office in writing if you:
   a) Choose not to accept all or a portion of your aid package;
   b) Intend to withdraw from or cease enrollment at UNCG;
   c) Intend to decrease hours enrollment at UNCG;

d) Receive any form of additional aid;
e) Alter your living arrangements (on or off-campus).

Failure to comply with any or all of the above may result in the immediate cancellation of your award (without prior notice) and/or the revocation of your subsequent eligibility for aid.

General Scholarships

UNCG awards a limited number of general scholarships, ranging in value from $100 to $2,000 per year, to undergraduate students who have above-average academic records and/or financial need. A student does not need to apply for a specific general scholarship. The Financial Aid Office considers applicants for all the general scholarships for which they are eligible.

Some scholarships are restricted by academic major. Usually these awards are made by a school or department to upperclass students who have entered specific majors.

A complete listing of undergraduate scholarships offered at UNCG appears later in this chapter. Students are also encouraged to inquire with their local high school counseling staff. The Chamber of Commerce can typically provide a list of service and fraternal organizations in a student's hometown who grant scholarships. Most reference libraries can direct students to publications which contain scholarship directories.

Centennial Scholarships

Established by gifts and bequests from friends and alumni of UNCG, Centennial Scholarships are intended for freshmen entering the University beginning with Fall 1993. The scholarships are renewable, full academic awards in the amount of $5,000 for in-state recipients, and $12,000 for students from out of state. To be considered for a Centennial Scholarship, a high school senior must be nominated by someone outside the University or be invited to apply by UNCG.

Recipients will be selected on the basis of exceptional academic achievement in high school, exemplary citizenship and community service, commitment to excellence, outstanding written and oral communication skills, and intellectual curiosity. A special application form must be submitted to the Admissions Office by December 1, and those selected as finalists for an award must participate in an interview process which, combined with application information and three letters of recommendation, will be used to determine recipients.

Ethel Virginia Butler Centennial Scholarship. Awards are made from a bequest from alumna Ethel Virginia Butler, a former teacher and for 29 years, manager of the University Bookstore.

C.D. Spangler, Jr. Centennial Scholarship. These awards are funded by a gift of C.D. Spangler, Jr., educator and businessman, while president of The University of North Carolina.

Marion White Fisher, M.D. Centennial Scholarship. Awards from this fund are made possible by a bequest of Freida White McGirt in memory of her daughter, Dr. Marion White Fisher, '39, a radiologist who died in 1978 after a long battle with cancer.

Competitive Scholarship Awards

UNCG has a Competitive Awards Program which seeks to recognize entering freshmen who have outstanding academic ability and talent. Application forms and information may be obtained from the Admissions Office. Applications for the Alumni, Bryan, Eiserer, Ferguson, Fiftieth Reunion Class, Fletcher, Jefferson-Pilot, Libby Jones, NationsBank, Preyer and Reynolds awards (available from the Admissions Office) are due December 1.

The following awards are given on the basis of academic excellence and evidence of leadership ability or special talent. These awards are renewable for three successive years of undergraduate study if the scholar's performance is satisfactory.

Alumni Awards. The Alumni Association established this scholarship for incoming freshmen. Awards begin at $2,500 per year.

Kathleen Price and Joseph M. Bryan Awards. Joseph M. Bryan established these funds in 1983 to provide undergraduate scholarships for students in business and economics. Awards are valued at no less than $3,000 per year.

Carol Jean Eiserer Award. One recipient who is majoring in physical education and is from Montgomery County, Maryland, is selected every four years. This award covers the total cost of tuition, room and board.

James S. and Frances C. Ferguson Award. These scholarships were established in 1978 to honor Dr. and Mrs. James S. Ferguson. An award of no less than $2,500 is made every other year to an outstanding out-of-state student.

Fiftieth Reunion Class Award. Established in 1986 by the Class of 1936 in celebration of its fiftieth reunion, this $1,500 scholarship is awarded annually.

A. J. Fletcher Award in Music. Scholarships for $5,000 are awarded to students with special talent in music.

Jefferson-Pilot Award. In 1961, the Jefferson-Pilot Life Insurance Company established this scholarship. Awards begin at $1,500.

Elizabeth Louisa "Libby" Jones Awards. This award is given every four years to students in mathematics, computer science, chemistry, or physics.

NationsBank Awards. These funds were established in 1982 by the North Carolina National Bank for students studying business and economics. Annual awards begin at $1,500.

L. Richardson and Emily Preyer Scholarship. This scholarship was established in 1991 to aid an outstanding undergraduate student. Emily Preyer, Class of 1939, requested that the scholarship be awarded based on academic merit.

Katharine Smith Reynolds Awards. These scholarships were established by the Z. Smith Reynolds Foundation in 1962 as a memorial to Mrs. Katharine Smith Reynolds. Awards starting at $2,500 are made to legal North Carolina residents each year.

Scholastic Achievement Awards

Renewable awards of $1,500 per year are made annually to entering black freshmen from North Carolina. Selection criteria include outstanding academic achievement in high school and academic promise. Special applications, available from the Admissions Office, are due March 1.

Grants

Federal, state, and UNCG funds are available for grant awards to students with exceptional financial need. A grant is gift assistance and does not require repayment. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

Under the University of North Carolina Board of Governors' General Minority Presence Grant Program, African-American students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit coursework, and demonstrate financial need. At UNCG, entering freshmen who enroll full-time receive priority consideration. Awards average $500 each.

Loans

UNCG provides long-term loan assistance through federal and institutional funds to graduate and undergraduate students. Students are considered for loan assistance when they complete the financial aid application procedures. The Financial Aid Office awards a loan from the fund that is most suitable to a student's circumstances and makes every effort to meet a student's financial need with as little loan obligation as possible. When receiving a loan, the student must sign a promissory note.

Loan programs available to UNCG students include Federal Perkins Loans and Institutional Loans. Federal Stafford Student Loans (subsidized and unsubsidized) and Federal Parent Loans for Undergraduate Students (PLUS) are described beginning on page 392. Separate applications are generally required for these funding sources.

Students are responsible for repayment of loans after graduation or dropping below half-time status, or after withdrawal from UNCG. Students are expected to repay according to a schedule that they must sign before leaving UNCG. Repayment of a Federal Perkins Loan must begin six

to nine months after termination of at least half-time student status, and the student pays 5 percent interest on the unpaid balance of the loan principal. Repayment of an Institutional Loan, along with specified interest, begins at the time the student leaves UNCG. Additional information about the conditions and terms of student loans and about loan repayment is available in the Cashier's Office, Loans Collections Division.

In addition to long-term student loans, short-term loans for emergency expenses up to $100 are available through the Financial Aid Office. These can be used for rent, utility expenses, or family emergencies.

Student Employment

Part-time jobs on campus are available for students who want to earn money for a portion of their college expenses. These include jobs in the library, dining halls, laboratories, offices, and residence halls. Funds for these student jobs are provided for in the budgets of various departments on campus and by the federal government through its Federal Work-Study Program. The average student job requires 10 to 15 hours per week, and average yearly earnings are approximately $1,300 to $2,000.

All student employees, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986. Original documentation must be presented on or before the first day of work. A list of acceptable documents is available from the I-9 Coordinator in 275 Elliott Center (334-5651).

Off-Campus Employment

Students seeking off-campus employment may register with the University's Job Location and Development Center (JLD), located in the Foust Building. Students are eligible to use JLD services as soon as they have been accepted for admission.

Financial Aid from Other Sources

Students are encouraged to investigate sources outside UNCG from which they may obtain aid. Assistance from an outside agency or program may provide the full amount needed by the student, or it may be combined with an award from UNCG to meet the student's need. A student who applies for aid must report to the Financial Aid Office any assistance and income received from outside sources for attendance at UNCG so that the office can accurately determine the student's available resources and need for aid from programs administered by the University.

Federal Pell Grants

The Federal Pell Grant program assists undergraduate students in meeting postsecondary educational expenses. The program provides eligible students in need of financial assistance with federal funds to help pay for education beyond high school.

A Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA) must be filed to determine Federal Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Federal Pell Grant will not affect eligibility for other types of aid at UNCG. A student must reapply each year for a Federal Pell Grant, and the amount of the grant usually varies from year to year.

Federal Stafford Student Loan Program

All students who are U.S. citizens or permanent residents and who are enrolled at least half-time are eligible to be considered for assistance through the Federal Stafford Student Loan Program (subsidized and unsubsidized).

Annual borrowing is limited to $2,625 for the first year of undergraduate study, $3,500 for the second year, $5,500 for upper-level undergraduates and up to $8,500 for graduate study. Total loan assistance at the undergraduate level may not exceed $23,000 and $65,500 is the aggregate total through the graduate level.

Your loan will be available at a variable rate if you received it on or after October 1, 1992, and you had not previously received a Federal Stafford Loan, a Federal PLUS Loan, a Federal Supplemental Loan, or consolidation loans. This rate will never exceed 9 percent and will allow you to take advantage of lower annual interest rates.

The two types of Federal Stafford Loans are subsidized and unsubsidized. If the student has a subsidized loan, the U.S. Department of Education pays the interest on the loan while the student is in school at least half-time. Repayment normally begins six months after the borrower graduates or terminates half-time enrollment. An unsubsidized loan means the student pays at least the interest quarterly. The FAFSA/RFAFSA determines your eligibility for each type of loan.

Independent students who do not demonstrate financial need may be eligible to borrow additional monies under the Federal Unsubsidized Stafford Loan — Increase. Maximum annual loan limits for this program are: $4,000 for the first two years of undergraduate study; $5,000 for remaining years of undergraduate study; and $10,000 for graduate pursuit.

Federal regulations, including eligibility criteria, entrance and exit interviews, and fund disbursement dates govern the Federal Stafford Program.

Federal Parent Loans for Undergraduate Students (PLUS)

This federal government program allows parents of dependent students to borrow to meet educational expenses without demonstrating financial need. These loans are available only after annual limit for Federal Stafford Loans has been reached. The Federal PLUS program provides nonsubsidized loans at a variable interest rate that is not to exceed 10 percent per annum. The amount borrowed under this program may not exceed the cost of education minus other aid received. Repayment usually begins immediately after the loan is made.

North Carolina Student Loan Program for Health, Science, and Mathematics

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's, or doctoral programs leading to a degree in health, mathematics, nursing, or science are eligible. Maximum loans range from $2,500 to $4,000 a year depending on the degree level. The recipients are selected according to interests, academic capabilities, motivation, and financial need.

Students should request information and applications between December 1 and April 1 from the North Carolina Student Loan Program for Health, Science, and Mathematics, P.O. Box 20549, Suite 304, 3824 Barrett Drive, Raleigh, NC 27619-2164.

North Carolina Teaching Fellows

Four-year awards of increasing amounts are made to freshmen who are promising prospective teachers. Freshmen and sophomores receive awards in the amount of $4,700; junior awards are $4,800; seniors receive $5,000. For each year a student receives an award, he or she is expected to teach one year in North Carolina. A special mentoring program and summer activities are provided. Apply by mid-January. Applications are available from high school counselors and the NCTF Commission, 117 Glenwood Avenue, Raleigh, NC 27603.

North Carolina Prospective Teacher Scholarship/Loans

A North Carolina student who plans a teaching career in the state may apply for a Prospective Teacher Scholarship/Loan. The award is valued at $2,000 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and applications may be obtained from the Department of Public Instruction, Raleigh, NC 27611. The application deadline is March 1.

North Carolina Prospective Vocational Teacher Scholarship Loan

Annual awards of $2,000 are available to North Carolina students pursuing degrees leading to certificates in such fields as health occupations education and marketing education. Information is available from the Division of Vocational Education, 116 West Edenton Street, Raleigh, NC 27603.

North Carolina Services for the Blind

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as tuition, fees, room, board, books, visual aids, and academic services. Mobility orientation and personal assistance services also may be provided.

North Carolina Student Incentive Grants

A North Carolina undergraduate student with exceptional financial need may be eligible for a state grant. Applicants need only list UNCG on the FAFSA/RFAFSA and submit it by February 15 to be considered for an award.

North Carolina Veterans' Affairs Scholarships

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed as POW or MIA status. An eligible student should write to the N.C. Department of Veterans' Affairs, 227 E. Edenton Street, Raleigh, NC 27601, for information.

Nurse Scholars Program

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10 percent. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

Nurse Education Scholarship/Loan

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office and the School of Nursing. Loans may be repaid through full-time employment as a nurse in North Carolina or through repayment at a 10 percent interest rate.

Vocational Rehabilitation

Many states offer educational assistance to students who are physically handicapped. North Carolina students should contact the Vocational Rehabilitation Division of the Department of Human Resources in Raleigh. Students from other states should contact a local vocational counselor.

More information about these and other state programs is available from the North Carolina Educational Assistance Authority, P.O. Box 2688, Chapel Hill, NC 27514.

Scholarships and Loans

The following scholarship and loan funds are arranged in alphabetical order by the key word in each title. Scholarships designated for students in specific areas of study are listed in a special section by area of study. The description of each fund includes the major criteria which determine how awards are made. All funds are administered and awarded according to the guidelines established by the donors and according to institutional, state, and federal policies for financial aid awards. Scholarships listed in this publication are awarded primarily to undergraduate students. See the **Graduate School Catalog** for a list of scholarships awarded to graduate students.

GENERAL SCHOLARSHIPS

These scholarships are administered by the Financial Aid Office and, except in specified cases where separate applications are required, all students who complete the financial aid application process are automatically considered for them.

Alpha Phi Omega Service Award. The University's Kappa Chapter of Alpha Phi Omega Service Fraternity established a scholarship fund in 1972. Income from the fund is awarded each year by the University Scholarship Committee to an incoming freshman student who has displayed significant service to his or her high school or community, who shows potential leadership and scholarship ability, and who has financial need.

Alumni Scholarships. See description under Competitive Awards, p. 390-391.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association established the ABWA Scholarship fund in 1963 to provide scholarships for deserving students desiring to better themselves through education. Selection of the recipients is determined by the University Scholarship Committee.

Warren Ashby Scholarship. Established in 1985, awards honor the late Dr. Warren Ashby, whose career included service as Chair of the Department of Philosophy, Chair of the Honors Council, and first Director of Residential College. A renewable award is given annually to an academically promising rising junior who demonstrates a strong sense of social justice and has financial need.

Austin Memorial Scholarship. Established in 1986, this scholarship is awarded annually to a student with financial need.

Katherine Gregg Barber Scholarship. Katherine Gregg Barber, class of 1923, established this fund in 1981 for the purpose of assisting needy and worthy students at UNCG. All students of above-average scholastic ability who apply for assistance and demonstrate financial need are considered for this award.

Janet Weil Bluethenthal Scholarship. The children of Janet Weil Bluethenthal established this scholarship in 1982 to honor their mother. Awards are made annually to North Carolina residents based on merit, as evidenced by outstanding scholarship and leadership. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Jessie Lee and Landron Clifford Boney Scholarship Fund. In November 1983, Rosemary Boney Neil ('52), Dixie Boney Soo ('55), and Lynette Boney Wrenn ('49) established this fund in honor of their parents. Income is awarded annually to a student preferably from Sampson County, NC. Recipients are chosen by the Financial Aid Office based on both need and merit.

The Hennie Bynum Fund. The late Judge John Gray Bynum bequeathed to the University a fund which is used to aid young women from the Presbyterian Church in Morganton, NC. Interested students should contact the church's senior minister.

Clara Booth Byrd Memorial Scholarshp. The award goes annually to an outstanding student with financial need.

Flossie A. Byrd Scholarship. This scholarship is used to help students with financial need who are planning to enter religious work or are majoring in botany, horticulture, or flower gardening.

The Class of 1965 Scholarship. Established by the Class of 1965, this award is given to an accomplished junior who has financial need.

The Class of 1966 Scholarship. This fund was established by the Class of 1966 in memory of former faculty members Dr. Helen Bedon, Dr. John Bridgers, Jr., and Randall Jarrell. Awards are made on the basis of financial need.

Ruth M. Collings Endowed Scholarship Fund. Members and friends of the Class of 1931 established the Ruth M. Collings Endowed Scholarship Fund in 1981. Income from this fund is awarded in scholarships to deserving undergraduate students majoring in health-related disciplines. Recipients are selected on the basis of academic promise and financial need.

Charlene Thomas Dale Memorial Scholarship. Established in 1988 by her daughters, Jo Carol Dale Steele and Dusty Ann Dale, this award goes to aid women who are juniors or seniors at UNCG and who are entering a professional field. The chief criterion is academic excellence, although financial need also may be considered.

Maggie E. Davis Scholarship. In 1972, Mrs. Iva Davis Holland established a scholarship fund in honor of her mother. Scholarships are awarded to students who have a genuine desire to obtain an education and who are willing to exert to the full extent of their individual capacity to obtain that education. Residents of North Carolina are given preference.

Harriet Elliott Scholarship. Members of the Class of 1950 established this scholarship in 1975, on the occasion of the twenty-fifth anniversary of their graduation, in memory of Harriet Elliott, who served on the History Department faculty and as Dean of Women. An annual award is made to a rising senior who has done well at the University and who has financial need.

Escheats Fund. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of The University of North Carolina. Awards are based on demonstrated financial need.

The Faculty Scholarship Fund. Originated with the fiftieth anniversary gift of the faculty to the University, the fund became a continuing faculty project under the leadership of the late Professor Helen Ingraham. The income provides an annual award to a junior or senior on the basis of scholarship, leadership, and need.

Martha Hicks Faison Scholarship. Louise Murphy Ward established this scholarship to honor her cousin, Martha H. Faison. Awards are made on the basis of academic achievement, with consideration given to financial need, to students from eastern North Carolina studying liberal arts.

H.L. and Beulah Coble Ferguson Memorial Endowment Fund. Scholarships are awarded to needy and deserving students nominated by the pastor of the First Baptist Church of Durham, NC.

The James S. and Frances C. Ferguson Scholarship. See description under Competitive Awards, p. 390-391.

Mary Bunn Field Scholarship Fund. A bequest in 1985 from the late Mary Bunn Field, Class of 1926, provides scholarship assistance to worthy and deserving students.

Fiftieth Reunion Class Scholarship. See description under Competitive Awards, p. 390-391.

Marvin M. Fowler Scholarship. Mrs. Pearl D. Fowler established this scholarship to honor her husband, Marvin M. Fowler, an outstanding civic leader in North Carolina. Three of Mr. Fowler's daughters and a granddaughter all attended UNCG. This scholarship is awarded annually to recipients selected by the Financial Aid Office.

Margaret Bynum Glen Scholarship. This fund was endowed by Lily Glen Richmond, in honor of her mother Margaret Bynum Glen. Preference for the scholarship is given to students who are lineal descendants or relatives, but other students are eligible to receive the award.

Golden Chain Scholarship. This award was established in 1973 in honor of Katherine Taylor by the student members of the Golden Chain. The recipient of the award is chosen annually by the Golden Chain Honor Society in conjunction with the Financial Aid Office on the basis of scholarship, leadership, service, and financial need.

Martha Ogburn Goodson Scholarship. This fund was established to honor Martha Ogburn Goodson on the occasion of her fiftieth class reunion in 1986 by her husband, the Rev. W. Kenneth Goodson, Bishop in Residence at Duke University Seminary. Annual awards are made to worthy students who need financial assistance.

Kathleen Pettit Hawkins Student Aid Fund. In 1967, the Alumni Student Aid Fund was renamed the Kathleen Pettit Hawkins Student Aid Fund to honor Mrs. Hawkins, the Director of Student Aid at the University from 1920 to 1967. Awards are based on need and merit as determined by the Financial Aid Office.

Vera Mae Hedrick Scholarship. This fund honors Vera Mae Hedrick, Class of 1929, and provides scholarships with preference for students from NC or the Piedmont area of Virginia.

Bain Henderson Scholarship. Established in 1989 by a bequest from Bain Henderson, Class of 1913, this scholarship is intended to "assist worthy and needy young women of North Carolina in obtaining an education." Recipients are selected by the Financial Aid Office, with preference given to women from the city of Mount Holly, NC.

Pauline Hester Green Hester and Brig. Gen. Hugh B. Hester Student Financial Aid Fund. In 1981, Gen. Hester established this fund, and added to it in a subsequent bequest, to honor his late wife Pauline Hester Green Hester, Class of 1920. Part of the annual income from this endowment provides scholarships for outstanding, needy, and deserving students selected by the Financial Aid Office.

Jennie Cummings and Benjamin H. Hoskins Scholarship. The fund was endowed in 1976 as a tribute to Jennie Cummings and Benjamin H. Hoskins. An annual award is made by the University Scholarship Committee.

Kenneth C. Hunt Memorial Scholarship Fund. The fund was established in 1975 in memory of Kenneth C. Hunt, a student at UNCG. Income from the fund is awarded annually to an upperclass student, selected on the basis of need, talent, and academic achievement.

Joe Illman Memorial Fund. In 1980, the Joe Illman Memorial Fund was established by Mr. and Mrs. Walter Illman in memory of their son, W. Joesph Illman, a 1979 magna cum laude graduate of UNCG. Joe Illman overcame blindness and debilitating illness to excel as a student at UNCG. Annual awards are made to disabled students on the basis of need and positive attitude. Recipients are selected by the Disabled Student Services Coordinator in cooperation with the Financial Aid Office.

The Jefferson-Pilot Scholarships. See description under Competitive Awards, p. 390-391.

Betty Brown Jester Scholarship. Alumnae and friends of Betty Brown Jester, former Alumnae Secretary, have established a fund in her honor for an award to a needy student.

James M. Johnston Awards. The James M. Johnston Trust, administered by the Financial Aid Office at The University of North Carolina at Chapel Hill, provides renewable scholarship assistance to a limited number of freshmen who plan to enroll at UNCG and to major in fields of study not offered on the Chapel Hill campus. Scholarship stipends are determined

by the financial need of the recipients. All eligible students who apply for financial aid from UNCG will be considered for the Johnston Awards.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, NC, is given annually to a student from Cumberland County.

The Roxie Armfield King Scholarships. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a longtime resident of Guilford County. Mrs. King bequeathed to UNCG a substantial sum, the income from which is used for giving encouragement and financial assistance to worthy students who are residents of North Carolina.

Mildred Salter and Wren E. Lawrence Scholarship. This fund was established by Wren E. Lawrence in 1983 in memory of his wife, Mildred Salter Lawrence, Class of 1930, a science teacher in Carteret County, NC, for thirty-four years. Annual awards are made to students from Carteret County, preferably graduates of East Carteret High School, who demonstrate financial need and an interest in the study of science.

Maryland Alumni Chapter Scholarship. The fund was established in 1976 by the Baltimore Chapter of the Alumni Association to honor all UNCG alumni from Maryland, and provides an award for a Maryland student who has academic promise and financial need.

Junius Ayers and Jean Booth Matheson Scholarship. The estate of Jean Booth Matheson established the Junius Ayers and Jean Booth Matheson Scholarship in honor of her parents. Awards from this fund are made to women from the Catawba and Orange presbyteries who wish to further their education and are in need of financial assistance.

Mayberry Scholarship. Virginia Mayberry Elam, Class of 1944, provided funds to establish the Mayberry Scholarship, to be awarded annually by the Financial Aid Office.

Helen McBee Scholarship. Helen McBee, Class of 1929, established this fund in 1977 for the purpose of assisting needy and worthy students from Mitchell High School (or its successor school), Mitchell County, NC. If there is no suitable applicant from Mitchell High School, the award may be given to another student from western North Carolina.

Nell Davis McCoy Scholarship Fund. The Nell Davis McCoy Scholarship Fund was established in 1982 by her husband Harold Vincent McCoy. Awards will be made annually. McCoy scholars are selected on the basis of superior academic achievement, leadership activities, need for financial assistance, and potential for successful completion of educational goals.

Albert and Roxie Perry McDougald Education Fund. This fund was established with a testamentary gift from Juanita McDougald Melchior (Class of 1917) in memory of her parents. The fund provides scholarships to "deserving students".

Nancy Campbell McKeithan Scholarship. The Nancy Campbell McKeithan Scholarship was established in 1985 through a testamentary to provide an award to a worthy student.

The Hattie DeBerry Meisenheimer Scholarship Fund. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of UNCG.

Minority Presence Grants. The North Carolina General Assembly allocates funds to UNCG for scholarships to increase the presence of minority students on the campus. The awards are intended to encourage black students to enroll at UNCG and are available to entering graduate and undergraduate North Carolina residents who will be full-time students in degree programs and who have financial need. Application should be made to the Financial Aid Office. Awards average $500 per student.

Morflex, Inc. Scholarship. Morflex, Inc. makes an annual gift to fund a scholarship to a student who demonstrates financial need.

Neo-Black Society Achievement Award. The Neo-Black Society of UNCG provides annual awards to students who are academically motivated, show promise as leaders, and are active in the Neo-Black Society.

Rebecca R. Nicholson, Magna J. Nicholson, and Audrie Nicholson Bolling Scholarship Fund. In October 1984 Kenneth Nicholson and Melva Nicholson established this fund as a memorial to their mother, father, and sister. Awards from the fund are made annually to students who need financial assistance and demonstrate willingness to apply themselves to improve their quality of life.

North Carolina Scholarships. Awards of $200 to $500 are made to needy and deserving North Carolina residents from an annual appropriation from the state.

Mollie Carraway Parker Scholarship. Established in 1988 as a tribute to Mollie Carraway Parker, Class of 1927, by her sister, Elizabeth Parker Ketchie, Class of 1927, the scholarship is awarded annually to an academically promising and deserving undergraduate student. The recipient is selected by the Financial Aid Office.

Palmyra Pharr Scholarship Fund. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. Preference is given to residents of Rowan and Cabarrus counties.

Helen Lee Pickard Memorial Scholarship. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was Assistant to the Business Manager at the University. The income from the fund is awarded annually to a needy student.

L. Richardson and Emily Preyer Scholarship. See description under Competitive Awards, p. 390-391.

Alice McArver Ratchford Scholarships. Mrs. Audrey R. Wagner of Charlotte, NC, established the Alice McArver Ratchford Scholarship fund in 1972 in honor of her mother. Annual awards are made by the University Scholarship Committee to undergraduate students. Recipients are selected on the basis of financial need and good citizenship.

Dorothy D. and Augustus B. Raymer Memorial Scholarship. This scholarship was established in memory of Dorothy Dillon Raymer and Augustus Barker Raymer. Mrs. Raymer was a 1930 graduate of UNCG, and the Raymers were strong supporters of their community and the University.

Katharine Smith Reynolds Scholarships. See description under Competitive Awards, p. 390-391.

Dr. Moses Edward Rice Jr. Town Student Scholarship. An endowed scholarship was established in 1973 by the Town Students Association in memory of Dr. Moses Edward Rice Jr., a member of the staff of the University Health Service. The scholarship is awarded annually by the University Scholarship Committee to a deserving town student in need of financial assistance.

The Bessie Holmes and George B. Robbins Scholarship. Endowed in 1975 by the estate of George B. Robbins, educator and school principal from Alamance County, scholarships are awarded annually for undergraduate students who have financial need. Special consideration is given to students from Alamance County and from Ragsdale High School in Guilford County.

The David B. and May Umstead Roberts Scholarship. Established in 1968 by a bequest from Miss L. Pauline Roberts, the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

Emma Allison Robertson Scholarship. This scholarship was established in memory of Mrs. Robertson, Class of 1927, by her husband. Awarded primarily on the basis of financial need, the scholarship may go to either an undergraduate or graduate student. Preference is given to students from Iredell County, NC, especially those from the Union Grove community.

The William B. Rodman Fund. Descendents of the late William B. Rodman who attend UNCG are eligible for scholarships valued at $200 per year. Other North Carolina residents, with preference given to individuals from Hyde County, are considered for loans of up to $200 per year. Students interested in being considered for assistance from this fund should contact the Financial Aid Office.

Katherine Y. Scharrer Scholarship. This award is funded by a bequest from the estate of Katherine Scharrer, Class of 1922, and is intended to support the education of academically talented students from Avery County, NC.

Scholastic Achievement Awards for Black Students. See description following Competitive Awards, p. 390-391.

The Judge H. Hoyle Sink Scholarship. Established in 1968 by Mrs. Wilson Brown Prophet Jr., Class of 1944, in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement and who demonstrate financial need.

Bernice Love Stadiem Memorial Scholarship. Members of Mrs. Stadiem's family established this scholarship in her memory. Mrs. Stadiem was a member of the Class of 1934 and a UNCG faculty member from 1963 to 1979. Recipients must be undergraduate students majoring in the liberal arts and are selected on the basis of academic promise and financial need.

Betty Anne Ragland Stanback Scholarship. In 1977, friends and family of Betty Anne Ragland Stanback, Class of 1946, established the scholarship fund in her memory. Mrs. Stanback served as president of the Alumni Association, chairman of the Alumni Giving Council, and member of the Board of Trustees. The scholarship is awarded annually by the University Scholarship Committee to a student selected on the basis of academic excellence and financial need, with special consideration given to students from Rowan County, NC.

Taylor George Steele Memorial Scholarship. Mr. and Mrs. George H. Steele, Jr., family, and friends established a scholarship in 1973 as a memorial to Taylor George Steele, Class of 1975. The scholarship is awarded annually to a student entering the freshman class from Western Guilford High School in Greensboro. Applicants for the scholarship are to be recommended to the University Scholarship Committee by the counseling and teaching staff of the high school.

The Sigmund Sternberger Scholarships. The scholarships were established in 1970 by the Sigmund Sternberger Foundation Trustees in honor of Sigmund Sternberger, who was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro or Guilford County.

Lisbeth V. Stevens Scholarship. Established by Mrs. Edith V. Sloan in memory of her sister, this fund provides scholarships for students in the liberal arts, based primarily on merit.

David Spurgeon, Wincy Julette Black, and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Julette Black Sumner, and her sister, Fannie Sumner. The income from the fund is awarded to a student from Randolph County entering the University to pursue studies in the liberal arts. The scholarship is awarded on the basis of merit and financial need.

William Holt and Ella Rea Turrentine Scholarships. Available to needy students from Alamance County, NC, the Turrentine Scholarships are provided by the William Holt and Ella Rea Turrentine Memorial Educational Foundation, which is managed by the North Carolina Educational Assistance Authority. Eligible students who apply to UNCG for financial assistance will be considered for Turrentine Scholarships. Scholarship stipends are based on financial need, and the maximum award is $2,100 per year.

University Stores Grants. Profits from the operation of campus stores and merchandising activities provide grants-in-aid to students selected on the basis of character, citizenship, financial need, and fulfillment of all requirements of the University pertaining to admission and normal academic progress.

University Women's Club Scholarship. The fund was established in 1971 by the University Women's Club of UNCG. An annual scholarship is awarded to an incoming freshman student on the basis of financial need and academic potential.

Ethel F. Vatz Scholarship. By a bequest to the University, Mrs. Ethel F. Vatz established this scholarship fund. Awards are made on the basis of character, ability, and financial need.

Wake County Alumni Chapter Scholarship. Members of the Wake County Chapter of the UNCG Alumni Association provide funds for awards to students from Wake County. The selection of recipients is based on academic promise, achievement, and financial need.

Mina Weil Endowed Scholarship. Established by Mrs. Janet Weil Bluethenthal in 1923, this fund provides an annual award for an exceptional student who demonstrates financial need.

Mina Weil Scholarship for Foreign Students. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant to a foreign student. The recipient is selected by the University Scholarship Committee.

Elizabeth Steinhardt Widmer and Ray Price Widmer Scholarship Fund. Elizabeth Steinhardt Widmer, Class of 1929, and her husband, Ray Price Widmer, outstanding citizens in Bertie County, NC, established this fund in 1984 for awards to individuals who demonstrate academic achievement and participate in extracurricular activities.

The Jewel Sydney Williams Scholarship. This fund was established in 1970 in memory of Miss Jewel Sydney Williams, who at the time of her death was a member of the faculty of the Department of History and Political Science. Awards are made by the University Scholarship Committee to incoming freshmen.

Lillie Boney Williams Scholarship. Established in 1985, this fund honors the late Lillie Boney Williams, Class of 1898. Awards are made to students who demonstrate financial need, compassion, and a commitment to service. Preference is given to music, liberal arts, and nursing students.

Mary Ann Cooper Winslow Scholarship Fund. This fund was established by Alma Winslow West, Class of 1919, in memory of her mother. Income from this fund is to be awarded annually with preference given to students from the general areas of Elizabeth City, NC, and/or Richmond, VA. Recipients are selected primarily on the basis of above-average academic achievement and participation in well-rounded activities.

Lillian B. Wortham and Callie Bronson Wortham Scholarship. The Lillian B. Wortham and Callie Bronson Wortham fund was established by a bequest from Thomas A. Wortham. Income from the account is awarded to deserving women who have demonstrated academic achievement.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

DEPARTMENTAL AND SCHOOL SCHOLARSHIPS

Recipients of these scholarships are generally nominated or selected by academic departments or schools, or, in some cases, by designated committees, and are generally restricted to students in specific areas of study or special programs.

ACES (Adult, Continuing and Evening Student Program)

Agnes and Foster Osborne Memorial Scholarship. This fund honors a 1976 graduate and provides awards to nontraditional students.

Nontraditional Adult Student Scholarships. This scholarship program was established in 1971 by the Greensboro Book Discussion Club of the UNCG Alumni. Small awards are made each year to mature adults who wish to enroll for a course at UNCG after an interruption in their education. Recipients are selected by a committee composed of a representative from the Office of Admissions, the Alumni Office, and the Financial Aid Office.

Art

The Louise and Herbert Falk Scholarship. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award to a worthy and needy student in the Department of Art.

Herbert and Virginia H. Howard Scholarship Fund. The fund was established by a bequest of Herbert Howard. Awards are made each year to students majoring in art.

The Dr. Elisabeth Jastrow Scholarship. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of Art History, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is or has been enrolled in a course in art history).

Fred C. Pierce Memorial Scholarship. An annual award provides tuition and fees for an undergraduate from North Carolina who is majoring in art.

Myrtle Spaugh Reeves Scholarship Fund. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

Biology

Inez Coldwell Scholarship. A bequest in 1986 from the late Dr. Inez E. Coldwell, longtime biology faculty member, noted for contributions in laboratory publications, provides awards for worthy biology majors.

Business & Economics

The Charles Burchette Allen Scholarship. This scholarship was established in 1975 in memory of Charles Burchette Allen, U.S. Navy, who died while in the service of his country, by his parents, the late Dr. Roscoe J. Allen, former Director of the Administrative Computer Center and Professor of Business Education, and Mrs. Allen. The income is to be awarded to a student in business education.

Roscoe Jackson and Anna Mae Burchette Allen Scholarship. Established in 1986, the fund honors the late Dr. Roscoe Allen, who served the University as Director of the Administrative Computer Center and Professor of Business Education. Awards are made annually to business students who have financial need.

Kathleen Price and Joseph M. Bryan Awards. See description under Competitive Awards, p. 390-391.

Carolina Steel Corporation Scholarship. The fund provides awards to minority freshmen pursuing a degree in business. Renewal is based on strong academic achievement.

James W. Crews Scholarship. This fund honors the former head of the Department of Business and Distributive Education. Awards are made to above average full-time students pursuing a degree in the Division of Business and Marketing Teacher Education. Academic achievement and potential are primary consideration, but consideration is also given to financial need.

Mr. and Mrs. Alexander B. Dusenbury, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in business or English, are selected by the University Financial Aid Committee on the basis of need, academic achievement, and promise of leadership.

The Albert S. Keister Scholarship in Economics. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten, '33, Mary Elizabeth Keister, '34, Katherine Keister Tracy, '36, Phyllis Keister Schaefer, '39, Jane Keister Bolton, '43, Alice Keister Condon, '48, in honor of Dr. Keister, who served for thirty-two years as Chair of the Department of Economics. Awards are made annually to rising juniors or seniors majoring in economics.

Nina Teague Lineberry Scholarship. This scholarship was established by her husband in memory of Nina Teague Lineberry, who received bachelor's and master's degrees from UNCG. The award is given to an academically talented student pursuing a degree in business and marketing teacher education who is selected by the Dean of the Bryan School of Business and Economics.

Vance T. Littlejohn Scholarship. Students, alumni, and friends of Dr. Vance T. Littlejohn established a scholarship in his honor at the time of his retirement in 1973 as Chairman of the Department of Business and Distributive Education. The scholarship is awarded by a committee appointed by the Chairman of the Division of Business and Marketing Education, and selection is based on scholarship, leadership, professional life goals, service, and financial need.

North Carolina Association of Insurance Agents, Inc. Scholarship. A scholarship of $1,000 is provided each year by the NC Association of Insurance Agents, Inc. for a business administration major who plans to take courses in insurance. The recipient is selected by the faculty of the Bryan School of Business and Economics.

North Carolina Association of Insurance Women's Scholarship. The North Carolina Association of Insurance Women established this fund in July 1983. Recipients are chosen on the basis of scholarship and need by the insurance faculty of the Finance Department of the Bryan School of Business and Economics. To be eligible for this award, a student must be a finance major and must take advanced insurance courses during the next academic year.

NationsBank Scholarship Awards. See description under Competitive Awards, p. 390-391.

A.M. Pullen and Company Scholarship in Accounting. A.M. Pullen and Company established this scholarship in 1979. An annual award of $750 is made by the Department of Accounting to a rising senior majoring in accounting.

Risk and Insurance Management Society Scholarship. The Risk and Insurance Management Society, Inc. (Piedmont Chapter) established this scholarship in 1980 to provide a $500 award to an undergraduate student taking a concentration in insurance. Recipients will be selected by the UNCG insurance faculty of the Finance Department solely on the basis of academic merit and achievement.

Risk and Insurance Society Scholarship. An annual award is made to a student concentrating in risk and insurance on the recommendation of the departmental faculty.

George Walston Memorial Scholarship Fund. This fund was established in 1979 by Home Federal Savings and Loan Association in honor of George Walston, longtime president of Home Federal and active member of the Greensboro community.

Phillip Wilson/Peat Marwick Scholarship Fund. This scholarship fund was established in memory of Phillip W. Wilson, a member of the Bryan School of Business and Economics Advisory Board. Mr. Wilson was a partner in the accounting firm of Peat Marwick Main and Company. Awards are made on the basis of merit to seniors majoring in accounting. Selection is made through the Dean of the Bryan School of Business and Economics.

Chemistry

Henry L. Anderson Memorial Scholarship. Established in 1972, this annual award is based on academic merit and promise of achievement in the field of chemistry.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, p. 390-391.

Florence L. Schaeffer Memorial Scholarship. This scholarship is given solely on the basis of academic promise and merit to undergraduate students in chemistry. Established in 1988, the award honors Dr. Schaeffer, who taught in the UNCG Chemistry Department.

Communications

Kathryn McAllister England Scholarship in Speech. Established by friends of Kathryn England, this scholarship, awarded for the first time in 1980, recognizes Professor England's interest in and contribution to the field of speech. The endowment provides for an annual scholarship to an undergraduate, upperclass speech major, based on academic achievement in speech communication.

University Speech and Hearing Association Scholarship. Awards are made annually to outstanding students in the field of speech and hearing from gifts of alumni and members of the association.

Education

J. Barnwell and Mary Blair Allison Scholarship. The scholarship fund was established in 1979 by Mrs. J. Barnwell Allison, Class of 1923. The income from the fund provides an annual scholarship to a student majoring in elementary education.

Oliver Perry and Betty Carol Clutts Scholarship. The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the School of Education, and to Dr. Betty Carol Clutts, a member of the faculty in the Department of History. Income from the fund is used to support scholarships which are awarded annually to a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

Katharine Smith DeBerry and Cornelia "Nena" Marshall DeBerry Scholarships. This fund was established by the will of Cornelia "Nena" Marshall DeBerry as a memorial to her sister, Katharine Smith DeBerry, who died while a student at The University of North Carolina at Greensboro. Awards from this fund are made to worthy and deserving students who intend to pursue careers in elementary education.

Julius I. Foust Scholarship. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded to a rising senior who is committed to a career in teaching. Financial need, integrity, ability to inspire children, sense of reverence, sense of humor, and ability to work happily with people are criteria followed in selecting the recipient.

Naomi Lee, Mary Joanna, and Mary Hester Livingston Gibson Scholarship. Mary Joanna Gibson established this scholarship which honors her late sister, Naomi Gibson, Class of 1936. Awards are made annually to juniors and seniors majoring in education who demonstrate academic achievement and financial need. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Eugenia Hunter–Curry School Scholarship. Funds have been provided by friends of Dr. Hunter and by the Parent-Teacher Organization of Curry School to establish an endowment in honor of Dr. Hunter, a longtime member of the faculty of the School of Education. A scholarship is awarded annually to a deserving student in need of financial assistance.

Mary Alford Hunter Scholarship. This scholarship honors the memory of Mrs. Mary Alford Hunter, Class of 1936, who served the University for many years as a teacher at Curry School, as a member of the faculty of the School of Education, and as a member of the University Scholarship Committee. The income from the fund provides a scholarship to a deserving student in the School of Education.

The Anna M. Kreimeier Scholarship. This scholarship was established by Lillian Peaslee Brennan, Class of 1951, and Elizabeth Peaslee Apple, Class of 1961, in honor of their aunt, Miss Kreimeier, a member of the faculty for forty years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the University Scholarship Committee from recommendations made by the School of Education.

Margaret F. McKenzie Memorial Scholarship. Awards honoring a 1925 graduate are made to education majors with preference given to students from Hoke and Scotland counties, NC.

John Onslow and Kate Dalton McNairy Scholarship. This fund, established by Julia McNairy Grady, Class of 1926, in memory of her parents, provides scholarships to students in the School of Education based on financial need and academic achievement.

The Monroe/Cox Scholarship. The Monroe/Cox Fund was established in 1984 in honor of Miss Alberta Catherine Monroe and as a memorial to her mother, Mary Elizabeth Cox Monroe, and sister, Blanche Lucille Monroe. The recipient of this scholarship is selected primarily on the basis of financial need and academic achievement, and must be majoring in education.

The Mollie Ann Peterson Scholarship. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNCG to be used to provide assistance to black female students who are preparing to teach. The award is based on financial need and academic promise, and recipients are chosen by the Director of Financial Aid.

Mrs. Earl G. (Josie N.) White Scholarship. This award goes annually to an incoming freshman who is a graduate of Statesville Senior High, with preference given to students majoring in education. Recipients must demonstrate academic excellence, leadership, and participation in extracurricular activities. The scholarship honors Mrs. White, who taught in the Statesville school system for nearly sixty years.

English

Ethel Stephens Arnett Scholarship. The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund is awarded by the University Scholarship Committee each year to a sophomore, junior, or senior majoring in history or English. Academic achievement, with a student holding a 3.0 overall academic average, is the major consideration.

Ruth McKaughan and W. Bryan Carter Scholarship. Established by a bequest from Mrs. Carter, the fund provides awards to women English majors from NC who demonstrate financial need. Preference is given to students from Buncombe, Guilford and Rowan counties. Awards are given primarily to freshmen and are renewable.

Mr. and Mrs. Alexander B. Dusenbury, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in business or English are selected by the University Financial Aid Committee on the basis of need, academic achievement, and promise of leadership.

Elizabeth Robinson Fort Scholarship Fund. Kathrine Robinson Everett, Class of 1913, established this fund in 1983 as a memorial to her sister. Income from the fund provides an award annually for a full-time student in the English Department. Nominations for this award are made by the Chairman of the English Department on the basis of academic promise or ability.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was Chair of the Department of English. The income from the fund is awarded annually to a senior majoring in English.

Jackson-Loving-Gibson Scholarship Fund. Grace Evelyn Loving Gibson, Class of 1940, established this fund. The intent of the fund is to provide annual awards to undergraduate students majoring in English who are talented writers and who desire to pursue a career in writing. Recipients are chosen by the creative writing staff of the Department of English.

Amon Liner Poetry Award. A gift from Dr. E. D. Shackelford established this fund in 1976. An annual award is made to a student-poet selected by the Department of English.

The Winfield Scholarship Fund. Miss Martha Elizabeth Winfield, for many years a professor of English at the University, left an endowment from which the income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

French

Rene Hardré Scholarship Fund. A fund was established and endowed in 1974 by Mrs. Josefine E. Hardré, formerly on the Spanish faculty at UNCG, as a memorial to her husband, Professor Rene Hardré, and his son, Dr. Rene Hardré. Additional contributions have been made by friends of the younger Hardré. The income from this fund is awarded annually to upperclassmen on the basis of achievement in advanced French studies.

Meta Miller-Elizabeth Barineau Scholarship. An annual award is given to a rising junior or senior majoring in French on the basis of superior work in French studies. The scholarship is named in honor of Dr. Meta Miller, former Chair of the Department of Romance Languages, and Dr. Elizabeth Barineau, former member of the Romance Languages faculty.

German

Anne F. Baecker German Study Abroad Fund. This fund, established in 1987, honors Dr. Baecker, who chaired the University's German and Russian Department from 1960 to 1980. Awards are provided to students with above-average academic performance in German for summer study in a German-speaking country. Need may be considered in selecting recipients who are expected to apply for need-based financial aid.

Health and Human Performance

Dr. John T. and Mary Louise Lowe Burns Memorial Scholarship in Dance and Musical Theatre. Established in 1993 with a gift from the estate of John T. and Mary Louise Lowe Burns, this fund provides scholarships for students who have demonstrated an interest in preparing for careers in dance and musical theatre.

Mary Channing Coleman Memorial Scholarship. This fund was established by the faculty and the graduates of the School of Health, Physical Education, Recreation and Dance in memory of Miss Mary Channing Coleman, who was head of the Physical Education Department from 1920 until her death in 1947. The scholarship is awarded to a senior candidate for a degree in physical education.

Dorothy Davis Scholarship. The UNCG Recreation Society provides support through membership dues, contributions, and fund-raising drives for the Dorothy Davis Scholarship. An annual award is made to a junior recreation major who has at least a 3.0 academic average and exhibits leadership qualities.

Carol Jean Eiserer Memorial Scholarship. See description under Competitive Awards, p. 390-391.

Melanie Feinstein Memorial Scholarship. This dance scholarship is awarded to undergraduate or graduate students who would increase the ethnic diversity in the Department of Dance. Amount of the award is determined by financial need. The priority deadline to apply is March 1, by completing the FAFSA/RFAFSA. Recipients are selected by the Department of Dance in coordination with the Financial Aid Office.

Galloway Scholarship in Teacher Education. Any rising junior or senior student in the School of Health, Physical Education, Recreation and Dance who enrolls in a teacher education sequence in physical education, dance, or health may apply for the Galloway Scholarship in Teacher Education. The recipient must have an academic standing of at least 2.0. Teaching potential and need will be the two major factors considered in the selection.

Kimberly Renee Goodman Scholarship. This scholarship was established in 1985 in memory of Kimberly Renee Goodman. The recipient must be a major in dance selected primarily on the basis of financial need. Preference should be given to students from Iredell County, NC.

Virginia Moomaw Scholarship. This fund was established in 1975 in honor of Virginia Moomaw, Coordinator of the Dance Division at the University for thirty years. A scholarship will be awarded each year to a dance major who is entering the junior or senior year and has made an outstanding contribution to dance.

The Susan Stout Scholarship. Established by her family, classmates, and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior majoring in physical education with the highest academic average for five semesters.

History

Ethel Stephens Arnett Scholarship. The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund is awarded by the University Scholarship Committee each year to a sophomore, junior, or senior majoring in history or English. Academic achievement, with a student holding a 3.0 overall academic average, is to be a major consideration.

Katherine Robinson Everett Scholarship Fund. This fund was established in October 1983, by Mrs. Everett, Class of 1913. Income from this fund is awarded annually for tuition for a full-time student(s) in the History Department. Recipients are nominated by the Chair of the History Department and are selected on the basis of academic promise and ability.

Richard G. Lane Memorial History Scholarship. Established in 1987 by Dr. William G. Lane, Professor of English, and Mrs. Lane, this memorial fund honors their son, Richard G. Lane, whose special academic interests focused on Asian and military history. Annual awards are made by the History Department faculty on the basis of academic merit and scholarship to history students whose interests parallel those of the honoree.

The Vera Largent Scholarship in History. Established by bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is awarded to a rising senior history major selected by a committee of History Department faculty members.

Rebecca Chambers Wright Scholarship. This fund, established in memory of Rebecca Chambers Wright, provides an annual scholarship to a student majoring in history. When funds are available, additional awards are made to students in the liberal arts.

Human Environmental Sciences

The Rev. and Mrs. G. D. Albanese Scholarship. This scholarship was established in 1971 in honor of the Rev. and Mrs. G. D. Albanese, parents of Dr. Naomi G. Albanese, former Dean of the School of Human Environmental Sciences. Awards are made annually to students in the School of Human Environmental Sciences.

Pamela A. and Richard R. Allen Scholarship. Awarded on the basis of academic merit, this scholarship is awarded to students in the Department of Housing and Interior Design. Selection of candidates is made by the Dean of the School of Human Environmental Sciences.

The Kristin Anderson Scholarship. The parents of Miss Kristin Anderson, a member of the Class of 1965, established a scholarship in interior design in memory of their daughter, who died in an airplane crash in 1969.

Architectural Woodwork Institute Scholarships-Carolina Chapter. Three $500 scholarships are awarded annually to outstanding rising seniors majoring in interior design.

Frances B. Buchanan Scholarship. A scholarship is awarded in memory of Dr. Buchanan who was a member of the faculty in clothing and textiles for fourteen years before her death in 1974.

Helen Canaday Scholarship. A scholarship was established in 1984 in honor of Dr. Canaday, retired professor of child development. Awards are made to a child development major on the basis of academic achievement and need.

Mildred B. Davis Scholarship. A scholarship was established in memory of Miss Davis, former member of the food and nutrition faculty, and Coordinator of Continuing Education. An award is made each year to a food and nutrition student who demonstrates outstanding academic achievement and potential.

Virginia Morgan Dysard Scholarship. This fund was established by Mrs. Virginia Dysard, Class of 1933. Scholarships are awarded annually to students in any discipline related to human environmental sciences. The scholarship is awarded on the basis of high academic merit as well as financial need.

Sue Ramsey Ferguson Scholarship. An endowed scholarship fund was established in 1978 in memory of Sue Ramsey Ferguson of Taylorsville. Mrs. Ferguson served the University as Vice President and President of the Home Economics Foundation and as President of the Alumnae Association. Scholarships from the fund are awarded to students in the School of Human Environmental Sciences.

Vera Armfield Foscue Interior Design Scholarship. Mr. and Mrs. Henry Foscue established this scholarship in memory of Mr. Foscue's mother. The award is based on academic achievement and potential. The recipient is selected by the departmental faculty of the Interior Design Department.

Gillam Scholarship. In 1979 Bess Gillam Kerley, Class of 1940, established the Gillam Scholarship Fund in memory of her parents, Mr. and Mrs. O. A. Gillam. Renewable awards are given to entering needy undergraduate students from Burke County, NC, majoring in home economics.

The Elizabeth Hathaway Scholarship. This fund was established in 1968 by members of the faculty in honor of Miss Elizabeth Hathaway for an annual award to an interior design major.

Ellen Hickman Scholarship. The Ellen Hickman Endowed Scholarship was established in 1975 in memory of Ellen Hickman, a graduate of the University with a major in child development and family relations. The award is given annually to an undergraduate or graduate student, selected by a committee in the department on the basis of academic achievement.

Human Environmental Sciences Faculty/Staff Scholarships. Awards, supported by contributions from members of the faculty/staff of the school are given annually to undergraduates on the basis of scholarship and need.

Pauline E. Keeney Scholarship. This fund was begun in 1975 by members of the faculty, alumni, and friends. Awards are made to rising juniors or seniors majoring in clothing and textiles who have financial need.

The Mrs. John A. Kellenberger Scholarship. Mrs. Rachel Shipes Venette of Jacksonville, NC, Class of 1932, bequeathed to UNCG funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to needy students who are from Johnston or Onslow counties and who are home economics majors.

York Kiker Scholarship. A scholarship has been established in honor of Miss Kiker, an alumna and former marketing specialist with the North Carolina Department of Agriculture. The award is made to a business and community service major.

Mose Kiser Scholarship. Earnings from this fund, contributed by friends and family of Mose Kiser, Sr., are awarded annually to a student majoring in foods and nutrition.

Louise Lowe Scholarship. A scholarship is awarded annually in honor of Miss Lowe, retired Associate Professor of Home Economics Education.

Miriam Scott Mayo and Hazeleene Tate Scott Scholarship. This award was established in 1987 by Mrs. Mayo in honor of her mother, Hazeleene Tate Scott, Class of 1923. The award goes to an undergraduate or graduate student who demonstrates excellence in the School of Human Environmental Science.

Glenda Kay Mitchell Scholarship. A scholarship is awarded annually in memory of Glenda Kay Mitchell, Class of 1969, to an undergraduate in clothing and textiles. The recipient is selected by the faculty in clothing and textiles.

Annette L. Moore Scholarship Fund. Established in 1980, annual awards are available to upperclass majors in foods and nutrition or food service management.

Patrician Furniture Company Scholarship in Housing and Interior Design. The Patricia Furniture Company makes an annual gift supporting scholarships to students who have demonstrated financial need, academic achievement, and an intention to pursue a career in contract design interiors or furnishings.

Julia Richman Scholarship. This award, made by the University Scholarship Committee, is given annually to a student majoring in child development and family relations. The award was established in 1987 by Dr. Samuel Richman to honor his wife, a 1968 graduate and former faculty member.

Esther F. Segner Scholarship. Undergraduate or graduate students majoring in home economics who have demonstrated academic excellence are eligible for this award, established in 1988.

Irwin V. Sperry Scholarship. A scholarship has been established in memory of Dr. Irwin V. Sperry, former Chairman of the Department of Child Development and Family Relations, for an undergraduate child development major.

The Madeleine B. Street Scholarship. This fund was established in 1965 by members of the faculty in honor of Mrs. Madeleine B. Street for an annual award to a student majoring in home economics.

J. Nancy White Undergraduate Scholarship. This scholarship was established in 1988 by friends, former students, and colleagues of Nancy White, former faculty member in the Child Development and Family Relations Department. An award is made each year to an undergraduate student majoring in child development.

D. Elizabeth Williams International Scholarship. In 1975 Miss D. Elizabeth Williams, a retired home economist, established an endowed scholarship for an international student in home economics.

Mathematics

Helen Barton Scholarship. Dr. Helen Barton, a member of the faculty in the Department of Mathematics, provided in her will for a scholarship to be awarded annually (or every two years) to a mathematics major who has shown interest and ability in mathematics.

Ione Holt Grogan Scholarship. A bequest to the University from Frank Elmer Grogan established this scholarship fund in 1976 in memory of Ione Holt Grogan. Awards are made to undergraduate students from North Carolina who are mathematics majors and who have good scholarship and leadership abilities.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, p. 390-391.

The Mendenhall Scholarship Fund. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, bequeathed a fund to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics, and who desires to do higher work in mathematics and allied sciences."

Eldon E. and Christine J. Posey Mathematics Scholarship. The award is made annually to an undergraduate who has demonstrated academic excellence and who pursues a course of study in mathematics. The scholarship was established in 1986.

Cornelia Strong Memorial. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left a bequest for the Department of Mathematics. The income from her gift, together with those made in her memory by friends and relatives, is used to aid mathematics students recommended by the mathematics staff.

Medical Technology

Eva Kate Moore Scholarship. Provides a $1,000 award to juniors and seniors majoring in the sciences, with first preference going to students preparing for careers in Medical Technology.

Pre-Medicine

Jessie Sinclair Collings Memorial Scholarship Fund. In 1983 Dr. Ruth M. Collings, through a bequest from her estate, established this fund in memory of her mother. The income from the fund is to be awarded as a scholarship to a female pre-medical student. Recipients are chosen by the Financial Aid Office, after conferring with the Preprofessional Programs Advisory Committee, primarily on the basis of academic achievement. Financial need also may be considered.

The Mrs. Charles D. McIver Memorial Scholarship Fund. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the gift is awarded every year as a scholarship to some capable, well-trained, and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine.

Music

Burlington Industries Undergraduate Music Scholarship. Awards are made to music majors upon the recommendation of the School of Music Scholarship Committee.

Barbara and Herman Cone, Jr. Scholarships. Mr. and Mrs. Herman Cone, Jr. established the Barbara and Herman Cone, Jr. Scholarships in January 1967. Scholarships range from $200 to $1,000 and are renewable each year so long as the student maintains satisfactory scholastic and musical progress.

Alyse Smith Cooper Scholarships. The Alyse Smith Cooper Scholarships were established by Mrs. Alyse Smith Cooper in 1962 for talented undergraduate students in music. Recipients are selected on the basis of performance ability and financial need.

Patricia Haines Copley Scholarship. H. Kerman Copley established the Patricia Haines Copley Scholarship in 1980 in honor of his wife, a 1949 School of Music graduate. The $300 annual scholarship is awarded to a student majoring in piano.

Maria Stedman Covington Scholarship. This is given annually to a musically and/or academically talented student in the School of Music.

Marion Covington Scholarships. Mrs. Marion Covington established the Marion Covington Scholarships in 1987. The scholarships, which range from $200 to $1,000, are awarded annually to deserving students in the School of Music.

Elizabeth Cowling Scholarship in Music. The scholarship is given annually to a graduate or undergraduate student majoring in music. The criteria for the award are based upon merit, although need may also be considered.

Hermene Warlich Eichhorn Scholarship. In 1974, friends of Hermene Warlich Eichhorn established a scholarship awarded annually to an outstanding music student through the endowed funds of the UNCG Musical Arts Guild. The award honors Mrs. Eichhorn, a School of Music alumna, for her years of service to the musical life of the campus and community as composer, organist, and community leader.

A. J. Fletcher Scholarship for the Performing Arts. See description under Competitive Awards, p. 390-391.

Roslyn Southerland Harris Scholarship Fund. Through a bequest in his will, in 1981 Samuel A. Harris established the Roslyn Southerland Harris Scholarship Fund in memory of his wife, a 1930 School of Music graduate. Fund earnings provide for annual scholarships and financial aid to deserving students in the School of Music.

Margaret McConnell Holt Scholarship. Estaablished in 1988, the fund provides awards based on merit. Awards are recommended by the School of Music Scholarship Committee.

Kawai-Pearson Company Piano Scholarships. Kawai American Corporation provides $1,000 a year for piano scholarships in the School of Music. The recipients of these scholarships are chosen by the Dean of the School of Music.

The Grace Van Dyke More Memorial Scholarship. Miss Grace Van Dyke More, a member of the faculty of the School of Music for twenty-two years, bequeathed to the University an endowment which has been supplemented by gifts from Edna Williams Curl, '33, Nita Williams Dunn, '28, and Carlotta B. Jacoby, '26, which provides annual awards to students in music education.

Edwin Philip and Inga Borgstrom Morgan Piano Scholarship. Awards are made to piano majors selected by the Dean of the School of Music on the basis of academic achievement, musical ability and talent.

David Moskovitz Scholarship. This award honors a former faculty member and provides awards for piano students.

Music Scholarships. A number of general scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon recommendation of the Dean of the School of Music.

Phi Mu Alpha Sinfonia-Iota Epsilon Chapter Scholarship. The Iota Epsilon Chapter of Phi Mu Alpha established a scholarship in 1980. Awards are made to music majors upon the recommendation of the School of Music Scholarship Committee.

School of Music Dean's Award in Piano. A gift in 1978 established an endowment which provides annual awards to piano students recommended by the School of Music Scholarship Committee.

School of Music Student and Faculty Scholarship. The scholarship is awarded annually to an undergraduate or graduate music major selected for special recognition of outstanding musical achievement.

Ila L. Hensley, Virginia Jeter Sneed, and Virginia Elizabeth Sneed Scholarship. This fund was established as a memorial to Ila Hensley in 1977, on the fiftieth anniversary of her graduation from the University. Miss Hensley was a music educator in North Carolina for many years. Recipients are recommended by the School of Music Scholarship Committee.

UNCG Musical Arts Guild Scholarship. Established in 1973 to provide recognition and assistance to students majoring in music, awards carry a cash stipend provided from the earnings of Guild endowments.

Elisabeth Fulton Van Noppen Scholarship Fund. Mrs. Donnell Van Noppen established this fund in December 1983 for annual awards to students majoring in music education. Academic achievement and musical talent are considered. Recipients are selected by the Dean of the School of Music upon the recommendation of the faculty of the School of Music.

Bo Williams/Ish Brady Award. The Bo Williams/Ish Brady Award was established in 1974 and provides an annual award to a deserving student in the School of Music.

Nursing

Victor and Emma Bates Scholarship. Mr. and Mrs. Victor Bates established this scholarship for students in the UNCG School of Nursing. Recipients must be North Carolina residents and preference is given to students from Guilford, Yadkin, and Montgomery counties.

Mildred Perkins Caldwell/St. Leo's Hospital Scholarship. Ruth Perkins Wicker established this fund to honor the memory of her sister, Mildred Perkins Caldwell, and the role that St. Leo's Hospital played in the development of nursing education in the Greensboro community.

Cassell/Saperstein Scholarship Fund. In 1985, Anna Lou and Arthur Cassell, and Sara Lee and Paul Saperstein established this School of Nursing scholarship in memory of Mrs. Cassell's parents, Harry and Celia Doctor. One award is made annually to a student majoring in nursing, with financial need being the primary consideration.

Daphine Doster Scholarship. Established in 1989 by Miss Doster, this scholarship provides awards to academically talented students in the School of Nursing. Recipients are selected by the Dean of the School of Nursing from recommendations made by the School's Scholarship Committee, which receives applications.

The Ethel Stewart Kiser Scholarship. This fund was established in 1968 at Wesley Long Hospital by the friends and family of Ethel Stewart Kiser. Awards are made to deserving needy students interested in pursuing a four-year course in the School of Nursing. Preference is given to students from Harnett County.

Nell Hendrix Knight Scholarship. The Greensboro Branch of the Guilford County Medical Auxiliary established this fund in 1965. Scholarship awards are made each year to deserving students who are rising juniors in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

Vera Belle Copeland Lashley Memorial Scholarship. Established in 1986, the award is for a nursing major from Moore County.

Doris Meador Scholarship. An anonymous gift provides an award for a needy rising senior nursing major interested in OB-GYN nursing.

Margaret C. Moore Scholarship Fund. Established in 1975 by friends, faculty, and students, this fund provides a yearly scholarship honoring the memory of Margaret C. Moore, an alumna of UNCG and faculty member in the School of Nursing.

Anne Murphy Scholarship. Burlington Industries, through its Department of Health and Safety, established the Anne Murphy Scholarship Fund in recognition of Ms. Murphy's service as an occupational health nurse. The scholarship is awarded to undergraduate students planning to enter the field of occupational health nursing.

Brenda Welling Rechtine Scholarship. Established in April 1984 by the family and friends of Brenda Welling Rechtine, the intent of this fund is to provide assistance to undergraduate students seeking baccalaureate degrees from the School of Nursing at the University. Recipients must be recommended for the award by the School of Nursing, meet the requirements for selection into the nursing major at the junior level, possess above-average scholastic ability and attainments, and demonstrate leadership ability and interest in fellow students.

Bridgett Wilson Ridge Scholarship. The Board of Trustees of Wesley Long Community Hospital approved a gift to establish this fund to honor the memory of Bridgett Wilson Ridge, a 1979 cum laude graduate of UNCG and a nurse at Wesley Long Hospital. The income provides an annual award to a junior or senior student majoring in nursing. Recipients are selected by the School of Nursing.

Katie B. Shepherd Scholarship. This scholarship is awarded annually to an undergraduate student in the School of Nursing. Recipients are chosen on the basis of financial need and academic achievement.

The Wesley Long Community Hospital Auxiliary Scholarship. This scholarship, granted annually on the basis of academic merit with some consideration of financial need, is given to nursing students at the graduate or undergraduate level.

The Wesley Long Community Hospital Scholarship. Awards are offered each year to two outstanding students in the School of Nursing from an annual gift from the hospital.

The Wesley Long Hospital Scholarship-Loan. The Wesley Long Hospital, Inc. contributed funds to the University for scholarship-loan awards of $1,500 per year to students in the junior and senior years of the nursing program at UNCG. Each year's award may be cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

John W. Umstead, Jr. Scholarship. Established in 1987 by his daughter Anne Umstead Maultsby, the fund honors the late John W. Umstead, Jr., a state senator and businessman who was known as a champion of mental health, prison reform, and public education. Awards are made annually to nursing students, selected by the Dean of Nursing on the basis of merit, giving consideration to financial need.

The Betty Woodroof Scholarship. The Women's Auxiliary of The Moses H. Cone Memorial Hospital established this scholarship in 1970 as a memorial to one of its members. The fund provides a $1,250 per year scholarship for four years of study to a student in the School of Nursing. Selection is made by the Faculty Scholarship Committee and the Dean of the School of Nursing on the basis of financial need, academic standing, and character.

Physics

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, p. 390-391.

Political Science

Annie Moring Alexander Scholarship in Political Science. Established in 1987, the funds are used for a $2,000 undergraduate scholarship or graduate fellowship for a student selected by the Department of Political Science and the Financial Aid Office.

Romance Languages

The Winfield S. Barney Award. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, Chairman of the Department of Romance Languages, established this fund in his memory. The income from it is periodically used for an award to senior students of Romance Languages with distinguished academic records.

Mary Eliza Spicer Scholarship. Awards are given annually to rising juniors and seniors majoring in one of the Romance Languages. The recipients are selected on the basis of demonstrated ability in French or Spanish. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

Social Work

Stern-Ruskin Scholarship. Established in 1987 in honor of Ike and Dorothy Stern and Saretta Ruskin, this fund provides an annual scholarship for a student majoring in social work with preference given to a student interested in gerontology.

Lyda Gordon Shivers Memorial Fund. This fund was established in 1972 by friends and family of Lyda Gordon Shivers, a longtime faculty member in sociology. Income from the fund is awarded to students majoring in sociology or social work on the basis of merit and need.

Sociology

Lyda Gordon Shivers Memorial Fund. This fund was established in 1972 by friends and family of Lyda Gordon Shivers, a longtime faculty member in sociology. Income from the fund is awarded to students majoring in sociology or social work on the basis of merit and need.

Social Sciences

The Anna Howard Shaw Scholarship Fund. The late Miss Lucy B. Anthony of Moylan, PA, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

The Mina Weil Memorial Scholarship Fund. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil established a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

Spanish

Augustine LaRochelle Scholarship in Spanish. A bequest provides annual scholarship support for Spanish majors selected on the basis of merit.

Speech Pathology and Audiology

Speech and Hearing Association Scholarship. This fund was established in 1972 by the University Speech and Hearing Association. The income from the fund is to be used to support an annual scholarship awarded to a rising junior or senior majoring in speech pathology and audiology. The basis for selection is academic merit, character, leadership, and financial need.

Theatre

Dr. John T. and Mary Louise Lowe Burns Memorial Scholarship in Dance and Musical Theatre. Established in 1993 with a gift from the estate of John T. and Mary Louise Lowe Burns, this fund provides scholarships for students who have demonstrated an interest in preparing for careers in dance and musical theatre.

Anita C. Fox Memorial Scholarship. Anita C. Fox, a performer with Parkway Playhouse, died in an automobile accident in September 1981, and this fund was established by friends of UNCG as a memorial to her. UNCG students who are BFA majors in theatre and are performing at Parkway Playhouse are eligible for grants from this fund. Recipients must apply for financial aid and are chosen by the Director of Parkway Playhouse and a committee from the Department of Communication and Theatre.

W. Raymond Taylor Scholarship in Drama. An award is made each year to a student who shows promise for a career in the theatre. The fund was established in honor of W. Raymond Taylor who was, for more than thirty years, Director of Drama at the University.

OUTSIDE SCHOLARSHIPS

Recipients of the following scholarships are selected by donors outside of the University.

Dr. Wade H. Atkinson Scholarships. Established in 1964 at the bequest of Mrs. Mary E. Atkinson in memory of her husband, Dr. Wade H. Atkinson, these scholarships are intended to provide financial assistance to students who are residents of Johnston County, NC. Three Atkinson Scholarships are awarded annually, the amount of the awards varying according to income available from the trust, and as many as twelve scholars may be supported by the trust in a single year. The Atkinson Scholarship may be renewed annually for three academic years, provided the recipient makes satisfactory academic progress. In exceptional circumstances, the scholarship may be renewed for postgraduate work.

The Aubrey Lee Brooks Scholarship. Scholarships are awarded annually to high school seniors on the basis of academic standing, character, leadership, and financial need. Applicants for the scholarship must be residents of Alamance, Caswell, Durham, Forsyth, Granville, Guilford, Orange, Person, Rockingham, Stokes, or Surry counties and must attend either North Carolina State University, The University of North Carolina at Chapel Hill, or The University of North Carolina at Greensboro. The annual stipend is $3,000 and may be renewed for a period of four academic years. Applications should be obtained from the student's high school principal before February 1.

Thomas Holmes Carrow Scholarship. Mrs. Sara E. Carrow established this fund in memory of her late husband, Thomas Holmes Carrow. The scholarship is intended to provide partial financial support to a needy and deserving student who graduates from East Carteret County High School in Beaufort, NC. Recipients of this fund are nominated by the full-time faculty of East Carteret County High School and selected by the North Carolina Education Assistance Authority.

Dr. A. P. and Frances Dickson Scholarships. A Dickson Scholarship is awarded annually to a full-time undergraduate student who is a resident of Hoke County, NC. Recipients are chosen by the Financial Aid Office on the basis of academic merit and financial need. Awards are nonrenewable and the amounts of awards vary according to income available from the trust.

James Lee Love Scholarships. Each year a Love Scholarship is awarded to a full-time undergraduate student who is a resident of North Carolina. Recipients are chosen by the Financial Aid Office on the basis of academic merit and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

The James G. K. McClure Education and Development Fund, Inc. A limited number of scholarships are awarded to qualified freshmen from Alleghany, Ashe, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, and Yancey counties. The nonrenewable awards of $750 aid financially deserving, academically promising students, with preference given to rural residents. A special application is available from the Financial Aid Office and should be submitted by March 15.

Moses Cone Hospital Scholarship-Loan Fund. This fund, which was established in 1960 by the Moses H. Cone Memorial Hospital, provides scholarship-loans of up to $1,500 annually to deserving students in nursing. The full amount of each scholarship-loan, including interest, will be canceled for each year of employment as a full-time nurse, immediately following graduation, at Moses Cone Hospital.

Quota Club of Greensboro—Quota International, Inc. Scholarship. A $500 scholarship, based on merit, is presented to a senior student majoring in communication disorders.

Marie Palmer Stewart Scholarship Trust. Through a bequest in her will, Marie Palmer Stewart established this fund. Earnings from a trust fund managed by Wachovia Bank provide scholarships to qualified recipients from Macon County, NC, and the mountains of western North Carolina. Recipients are selected by the Guidance Counselor at Franklin High School in Macon County.

C.M. and M.D. Suther Scholarship. A Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Recipients are chosen by the Financial Aid Office. Awards are nonrenewable and vary in amount according to income available from the trust which is managed by the North Carolina Educational Assistance Authority.

LOAN FUNDS

Maude L. Adams
Alamance County Chapter of the Alumni Association
Alumnae Class Organ Alumni
Sarah Atkinson
Emily S. Austin
Mary Cochrane Austin
Annette Beck
James Boyd
* Belinda Brandon Memorial
Victor Bryant
Gradys Bullock Memorial
Daphne Carraway Memorial
Class of 1915
* Class of 1920 Memorial
Class of 1925
Class of 1929
Class of 1935
Class of 1936
Class of 1940
* Class of 1971
Judge E. B. Cline
Laura H. Colt
Ida Houghton Cowan
Elizabeth Duncan International Student
Federation of Women's Clubs
Millie D. Fetzer
Julius Foust
* June P. Galloway
* Frank P. Graham
Martha Irvin Groome Memorial
Claude Heath
* Pauline Hester Green Hester and Brig. Gen. Hugh B. Hester
Home Economics Club
Lucille Horn Memorial
J. B. Ivey
North Carolina Association of Jewish Women
Terry Kellar
John W. Kennedy Graduate Student
Nancy Lee Kiser Memorial
Flora Patterson Lane
Bertha Marvin Lee Memorial
McIver
Jessie McLean
Elizabeth Crow Mahler
* Katherine Mavity Martin
Masonic Theatre Educational Fund of New Bern
Virginia Barker Moffitt Memorial
Lily Conally Morehead
Musgrove Memorial
North Spencer
Luther L. Orrell, Sr. and Emma Peters Orrell
Mildred Orrell
Mary Oettinger Memorial
* Dorothy R. Phillips
Lela Wade Phillips
Rebecca Christine Phoenix Memorial
Winfield H. Rogers
Rotary
Royal Arch and Knights Templar
Patty Spruill Memorial
Lizzie Stewart
* Joseph B. Strohl Memorial
Mary McLean Taylor Memorial
Carrie MacRae Tillett Memorial
Town Students
* Weil-Wallerstein
Mrs. Hazel Ervin Wheeler Memorial
* Nancy Wilson
Clara Lee Lennon Withrow
Ruth Gooding Worley
Doris Wright Memorial
Pearl Wyche
Julia Frances Yancey

* *Short-term Emergency Loan funds*

Chapter 8
University History and Personnel

The History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Greensboro is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex -officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

CONSTITUENT INSTITUTIONS OF THE UNIVERSITY

Appalachian State University (Boone)
Founded 1899
UNC SYSTEM: 1972

East Carolina University (Greenville)
Established 1907
UNC SYSTEM: 1972

Elizabeth City State University (Elizabeth City)
Established 1867
UNC SYSTEM: 1972

Fayetteville State University
Established 1867
UNC SYSTEM: 1972

North Carolina Agricultural and Technical State University (Greensboro)
Established 1891
UNC SYSTEM: 1972

North Carolina Central University (Durham)
Established 1910
UNC SYSTEM: 1972

North Carolina School of the Arts (Winston-Salem)
Established 1963
UNC SYSTEM: 1972

North Carolina State University (Raleigh)
Founded 1887 as land-grant college
UNC SYSTEM: 1931

Pembroke State University (Pembroke)
Established 1887
UNC SYSTEM: 1972

The University of North Carolina at Asheville
Founded 1934
UNC SYSTEM: 1969

The University of North Carolina at Chapel Hill
Chartered 1789

The University of North Carolina at Charlotte
Established 1946
UNC SYSTEM: 1965

The University of North Carolina at Greensboro
Chartered 1891
UNC SYSTEM: 1931

The University of North Carolina at Wilmington
Established 1947
UNC SYSTEM: 1969

Western Carolina University (Cullowhee)
Founded 1891
UNC SYSTEM: 1972

Winston-Salem State University
Founded 1892
UNC SYSTEM: 1972

In 1985, the **North Carolina School of Mathematics and Science** was granted status as an affiliate of the University of North Carolina.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

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Alexander M. Hall, Wilmington
Valeria L. Lee, Winston-Salem
James G. Martin, Charlotte
Samuel H. Poole, Raleigh
W. Travis Porter, Research Triangle Park
Marshall A. Rauch, Gastonia
Benjamin S. Ruffin, Winston-Salem
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Mark L. Bibbs, Chapel Hill
Lois G. Britt, Mount Olive
John F. A. V. Cecil, Asheville
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Wallace N. Hyde, Raleigh
Jack P. Jordan, Raleigh
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D. Samuel Neill, Hendersonville
Ellen S. Newbold, Rose Hill
Maxine H. O'Kelly, Burlington
D. Wayne Peterson, Wake Forest
H. D. Reaves, Fayetteville
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The History of the University of North Carolina at Greensboro

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name changed to the STATE NORMAL AND INDUSTRIAL COLLEGE. Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. He was followed by Julius I. Foust, who served until 1934.

In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, the University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

"W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Currently, UNCG has approximately twelve thousand students—one-fourth of whom are graduate students—and approximately 600 full-time faculty members. UNCG offers six baccalaureate degrees in over 100 areas of study, ten master's degrees in a wide variety of concentrations, and three doctoral degrees in 13 areas of study. The physical campus has grown to 180 acres and 74 buildings.

The Board of Trustees of the University of North Carolina at Greensboro

September 1, 1994

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Student Health Service
Robert P. Doolittle, Director, B.S., M.D.

Weatherspoon Art Gallery

Ruth K. Beesch, Director, B.F.A., M.F.A.

TEACHING FACULTY

This list reflects faculty appointments held in 1993-1994 and includes promotions that become effective on July 1, 1994.

Charles M. Achilles (1988), Professor, Educational Administration, Higher Education, and Educational Research, Department Chair. B.A., M.A., Ed.S., Ed.D., Rochester.

Jeffrey T. Adams (1985), Associate Professor, German and Russian. B.A., Lycoming College; M.A., Arizona State; Ph.D., Northwestern.

Rebecca G. Adams (1983), Associate Professor, Sociology. B.A., Trinity College; M.A., Ph.D., Chicago.

Treana Adkins (1987), Adjunct Assistant Professor, Pedagogical Studies and Supervision, Associate Director of Teacher Education, Director of Teaching Fellows Program. B.S., Delaware State College; M.Ed., Salisbury State College; Ed.D., Virginia Polytechnic Institute and State University.

K. Porter Aichele (1990), Associate Professor, Art, Department Head. B.A., M.A., Vanderbilt; M.A., Ph.D., Bryn Mawr.

Stuart D. Allen (1976), Professor, Economics, Department Head. B.A., Wake Forest; Ph.D., Virginia.

Rachel H. Allred (1972), Assistant Professor, School of Nursing. B.S.P.H.N., M.P.H., U.N.C. at Chapel Hill; Ph.D., Walden.

Jose Almeida (1966), Associate Professor, Romance Languages. B.A., Baylor; M.A., Ph.D., Missouri.

Kwasi Amoako-Gyampah (1990), Assistant Professor, Information Systems and Operations Management. B.Sc., University of Science and Technology (Ghana); M.S., Missouri-Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Cincinnati.

Stephen C. Anderson (1988), Professor, Leisure Studies, Department Head. B.S., M.S., Indiana State; Ph.D., Maryland.

Susan E. Anderson (1991), Assistant Professor, Accounting. B.S., M.S., North Texas State; Ph.D., Texas at Arlington.

Trudy B. Anderson (1988), Visiting Assistant Professor, Human Development and Family Studies. B.A., Creighton; M.A., Nebraska at Omaha; Ph.D., Nebraska at Lincoln.

Lydia Arledge (1992), Lecturer/Internship Coordinator/Advisor Management and Marketing/Advising Center. B.S., M.S., Louisiana State.

Frances C. Arndt (1977), Lecturer, and Director, Residential College. B.A., College of William and Mary; M.A., Ph.D., Duke.

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James H. Thompson (1970), Associate Professor, History, Emeritus (1994). B.A., Southwestern College; M.S., Illinois; M.A., Ph.D., U.N.C. at Chapel Hill.

Helen Alverda Thrush (1939), Professor, Art, Emeritus (1969). B.F.A., Pennsylvania; M.A., Columbia.

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Clarence H. Vanselow (1964), Associate Professor, Chemistry, Emeritus, 1994). B.S., M.S., Ph.D., Syracuse.

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Lenoir Chambers Wright (1953), Professor, History and Political Science, Emeritus (1978). B.A., U.N.C. at Chapel Hill; B.A., M.A., Oxford; M.A., Ph.D., Columbia; L.L.B., Harvard.

Library Faculty

Barbara Beuthien Cassell (1973), *Head Catalog Librarian;* B.A., M.A. in L.S., Michigan.
Mary Jane Conger (1977), *Assistant Catalog Librarian;* B.A., Mary Baldwin; M.A., Virginia; M.S. in L.S., U.N.C. at Chapel Hill.
Kathryn M. Crowe (1983), *Assistant Reference Librarian;* B.A., Randolph-Macon College; M.L.S., Indiana; M.A., Georgia.
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Nancy B. Ryckman (1977), *Assistant Head Reference Librarian;* B.A., M.A. in L.S., Michigan; M.Ed., UNCG.
Mark Schumacher (1978), *Assistant Reference Librarian;* B.A., Stanford; M.A., M.L.S., SUNY at Buffalo.
April I. Wreath (1984), *Systems Librarian;* B.A., M.A., Illinois; M.S., Simmons.

ADJUNCT FACULTY

The purpose of adjunct faculty appointments is to recognize the contributions and expertise of persons who participate in the teaching and/or research of a given department but who are not employees of that department.

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Jose M.C. Barros (1992), Adjunct Visiting Scholar, Exercise and Sport Science; B.A., M.S., Ph.D. (Assistant Professor, Biosciences Institute, Paulista State University, Brazil).

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The administrators responsible for the offices listed below may be found under the heading **Officers of The University of North Carolina at Greensboro** above.

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Dianna T. Carter, School of Music, B.M., M.M.
Cindy Clapp, Elliott University Center/Student Activities
Carolyn P. Coppedge, Student Affairs
Lynne B. Crye, University Police
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Virginia M. Purgason, Purchasing Office
Wendy Roach, Weatherspoon Art Gallery, B.F.A.
Debbie Rochelle, Special Support Services, B.A.
Portia Siler, Institutional Research
Rebecca W. Simpson, Human Resources
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E. Nelda Tatum, Computing and Information Systems
Martha M. Wagner, Student Affairs

Office of Administration and Planning

Office of the Vice Chancellor for Administration and Planning

Emily Herman, Assistant to the Vice Chancellor, B.S.
Sylvia Harris, Administrative Assistant I

Institutional Research

Aloha E. Bryson, Assistant Director, B.S., M.A., Ph.D.

Management Information Systems

Robert J. Iscaro, Applications Development Manager
Duane H. McCartney, Applications Development Manager, B.A., M.A.
Charles D. Barbour, Computer Operations Manager III
Dennis W. Funk, Computer Operations Manager III, B.S.

Systems and Networks

E. Lee Erickson, Computer Networks Coordinator

Alumni Affairs

Laura Lanier Lorentz, Assistant Director, B.A.
April J'Callahan Marshall, Alumni House Manager and Program Assistant, B.A., M.F.A.
Laura Auman Pitts, Reunion Coordinator, B.A., M. Ed.
J. Britt Price, Program Assistant, B.A.

Office of Business Affairs

Office of the Vice Chancellor for Business Affairs

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Sherry Greeson, Administrative Assistant

Business and Student Services

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Tony Metcalf, Manager, University Book Store
David Raiger, Manager, ARA Food Services, Inc.
Elgina Manuel, Acting Director, Residence Life
Jerry D. Williamson, Director, Public Safety and Police, A.A.S., B.T.

Facilities

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Fred A. Patrick, Director, Engineering and Construction Management, B.S.Arch.
Steve Barnes, Acting Director, Facilities Planning, B.Arch.
Bruce Griffin, Director, Office of Safety, B.S.

Finance

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Jill Goodman, Manager, Special Accounting Services, B.S.
Dale D. Lewis, Director, Purchasing, B.S., M.S.
Reade Taylor, Controller, B.S., M.B.A.
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Carol S. Sanders, Contracts and Grants Officer, B.S.S.A.
Donald C. Skeen, Internal Auditor, B.S., C.P.A.

Human Resources

Anora R. Robbins, Assistant Director, B.A.
Vacant, Director, Employee Development
Melvin V. Ward, Position Management and Orgainizational Development, B.S.

Office of Development and University Relations

Office of the Vice Chancellor for Development and University Relations

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Wendy Kosier, Program Coordinator, B.S., M.A.

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Weston Hatfield, Director of Planned Giving and Senior Gifts Officer, B.A., M.A.

Susan J. Larson, Director of Corporate/Foundation Relations, B.A., M.A.
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Robert D. Wood, Researcher, B.M.D.

Information Services

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Brian A. Long, Public Information Officer, B.A.

University Publications Office

Charles M. Wheeler, Assistant Director, B.A., M.A.L.S.
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Wendy Hood, Assistant Photographer, Part-time
Susan Manchester, Editorial Assistant, Part-time, B.S.
Gary Metheny, Editor/Writer, B.S.
Kimberly Potts, Graphic Artist, A.A.S.
Betsey Wells, Graphic Designer, B.F.A.

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Francia White Rubio, Serials Department, B.A.

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Kelly S. Swindell, Reference Department, B.A.
Jimmy Ray Thompson, Conservation/Bindery, B.F.A.
Kevin W. von der Lippe, Joseph M. Bryan Archives, B.A.
Sigrid M. Walker, Acquisition Department
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Laura L. Williams, Reserve Reading Division, B.A., M.A.
Tammy L. Williams, Reserve Reading Division
Susan N. Yount, Circulation Department, B.F.A.
Cynthia Veal Zaruba, Catalog Department, B.S.

Office of the Provost

Academic Advising and Support Services

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Nancy Batrouney, Assistant Director, B.S., M.S.Ed.
Carol Edwards, Assistant Director, B.S., M.Ed.
Steven Kee, Assistant Director, B.A., M.A., Ed.D.
Al Mitchell, Assistant Director, B.S., M.A., M.S.
Robert A. Ross, Assistant Director, B.A., M.Ed.
Cheryl Sarratt, Assistant Director, B.S.H.E., M.Ed.

Admissions Office

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Ellen A. Barnes, Assistant Director, B.A., M.Ed.
Walter M. Pritchett, Assistant Director, B.A.
Malinda B. Richbourg, Assistant Director, B.S.H.E.
Michael F. Scotto, Assistant Director, B.S.
Vicky G. Sparrow, Assistant Director, B.A.
Patricia H. Wall, Assistant Director, B.A., M.Ed., C.A.S.

Adult Continuing and Evening Students Office

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Alice P. Bittinger, Associate Director, B.A.
Carol Killian, Assistant Director, B.S., M.A.T.
William Taylor, Assistant Director, B.S., M.B.A.

Continuing Education

Nora S. Reynolds, Associate Director, A.B.
Karen Hogarth, Associate Director, B.S., M.S., M.Ed.
Kathleen Forbes, Assistant Director, B.A., M.Div.
Kelly W. Dail, Curriculum Specialist, B.S.
Robert P. Prout, Curriculum Specialist, B.A.
Gail Warnecke, Curriculum Specialist, B.A., M.L.S.

Financial Aid

Eric Locklear, Associate Director, B.A., M.Ed.
Bruce Cabiness, Assistant Director, B.A., M.Ed.
Amy Dunlap, Assistant Director, B.A.
Elaine S. Redwine, Assistant Director, B.A.

Learning Resources Center

Timothy Barkley, Coordinator - Creative Services, B.E.D.
Mary L. Schumaker, Coordinator - Media Services and Acting Director, B.A., M.L.S.
Nancy B. Foster, Assistant Coordinator of Media Services, B.S.H.E., M.L.S.
Jack Simpson, Coordinator of Electronic Technical Services

Registrar's Office

Ellen H. Robbins, Acting Registrar, B.A., M.Ed.

Research Services

Beverly B. Maddox-Britt, Associate Director, B.S., M.S., Ed.D.
Charna K. Howson, Assistant Director, B.A., M.A.

Special Support Services

James E. Harrington, Counselor, Coordinator of Counseling Activities, B.S., M.Ed.
Gladys E. Huggins, Coordinator, Academic Skills Services, B.S., M.S.
Vacant, Tutor Coordinator

Summer Session

Nora S. Reynolds, Associate Director, A.B.

Office of Student Affairs

Aycock Auditorium

Janet Hullihan, Manager of Event Services, B.A.

Campus Recreation

Michael J. Lazorchick, Acting Director, B.S.
Matthew W. Hackett, Assistant Director, Facilities and Club Sports, B.S., M.A.
Sheryl L. Hough, Assistant Director, Fitness, B.S., M.S.
Jane E. Long, Assistant Director, Intramural Sports and Special Programs. B.S., M.S.
K. Michael Shamberger, Building Supervisor, Student Recreation Center, B.A.

Career Services Center

Nancy A. Borkowski, Assistant Director, B.S., M.S.
Donna Seckar, Assistant Director, B.A., M.Ed.

Counseling and Testing Center

Lydia H. Dobrecki, Staff Psychologist, B.A., M.S.L.S., M.A., Ph.D.
David A. Schroat, Staff Psychologist, B.A., M.S., Ph.D.
Tomi Overby, Office Manager/Test Supervisor

Disabled Student Services

Elizabeth G. Shilliday, Learning Disability Program Coordinator, B.A., M.Ed.

Elliott University Center

Gabrielle Y. Brown, Assistant Director, Cultural/Leadership Programs, B.S., M.A.
John L. Watson, Assistant Director, Student Activities, B.A., M.S.
Terrell E. Weaver, Assistant Director, Operations, B.S.S.A.
George Sedano, Program Advisor, B.A., M.Ed.
Cynthia Vukelich, Program Advisor, Greek Affairs, B.A., M.A.
Ellen Waterson, Coordinator, Leadership/Volunteer Programs, B.S., M.Ed.

Intercollegiate Athletics

Lynne C. Agee, Associate Athletic Director, Head Coach, Women's Basketball, B.S., M.S.
Neil Avent, Assistant Coach, Men's Baseball, B.A.
Ty Buckner, Sports Information Director, B.A.
Melody Cope, Head Coach, Women's Softball, B.A., M.A.

John G. Corry, Assistant Coach, Men's Basketball, B.A. in Business Administration
Teresa K. Dail, Head Coach, Volleyball, B.S., M.A.T.
D. Michael Dement, Head Coach, Men's Basketball, B.S.
Bettina Fletcher, Assistant Coach, Women's Softball, B.A.
Kimberly J. Furlough, Assistant Coach, Women's Basketball, B.S.
Michael Gaski, Head Coach, Men's Baseball, B.A., M.A., M.F.A.
Gareth Griffith, Assistant, Sports Information, B.A., M.A.
Harold G. Hall, III, Associate Athletic Director, Head Coach, Men's Golf, B.A., M.A.
Jana Henderson, Assistant Coach, Women's Basketball, B.A.
Jill Herskovitz, Assistant, Sports Information, B.S.
Chris Hickey, Assistant Coach, Women's Softball, B.A.
Steven Harrison, Assistant Coach, Men's Soccer, B.S.
Darrin S. Kibel, Assistant Coach, Men's Basketball, B.A.
James D. Knight, Assistant Coach, Men's Baseball, B.A.
Patti Lewis, Assistant Trainer, B.S.
Paul Lubbers, Head Coach, Men's and Women's Tennis, B.A., M.S.
Mary Beth McGirr, Head Coach, Women's Golf, B.S.
John R. Montgomery, Associate Athletic Director; Director, Spartan Excellence Fund, B.S., M.F.
Dennard Moore, Head Coach, Wrestling, B.S.
Michael H. Parker, Head Coach, Soccer, B.S., M.Ed.
Randy Peele, Assistant Coach, Men's Basketball, B.S.
Tamara Perkins, Assistant Coach, Women's Volleyball, B.S.
Carol A. Peschel, Assistant Coach, Women's Basketball, B.S., M.B.A.
John S. Poland, Head Coach, Women's Soccer, B.A., M.S.
Steven A. Ranieri, Marketing Director, B.S.
Donnell Rawls, Assistant Coach, Wrestling
Cathy S. Roberts, Assistant Athletic Director, Equipment/Facilities, B.S.
C. Jeffrey Trivette, Assistant Coach, Men's and Women's Tennis, B.S.
Suzanne Tuffey, Assistant Coach, Men's and Women's Cross Country, B.A., M.S.
James R. Wyatt, Assistant Athletic Director, Compliance Officer, B.S., M.S.

Residence Life

Ross Fraser, Associate Director, Operations and Finance, B.A. M.S., M.P.A.
Elgina Manual, Associate Director, Personnel, B.S., M.A.
Guy Sanders, Associate Director, Student Development, B.A., M. A., M.Ed.
Mary E. Griffin, Assistant Director, Services
Judith L. Schachtschneider, Manager, Housing and Computer Services, B.S.

Student Health Service

Michelle K. Burne, Health Education Coordinator, B.A., M.P.H.
Megan Gannon Evans, Administrator, B.S.
Shirley A. Quarles, Director of Nursing Services, B.S.N., M.Ed.
Myrna McGlamery, Administrative Secretary

Weatherspoon Art Gallery

Barbra Brady, Registrar, B.A.
Ann Dortch, Museum Administrator, B.M.
Arlette Klaric, Curator of Collections, Ph.D.
Nora Kuper, Assistant Registrar, B.F.A.
Jennifer Ohmann, Secretary, B.A.
Trevor Richardson, Curator of Exhibitions, M.F.A.
Wendy Roach, Assistant to the Administrator, B.F.A.
Jack Stratton, Preparator, B.A.

Faculty Senate and Committees

Faculty Senate
The Faculty Senate exercises the legislative powers of the General Faculty.
Membership: **35 voting members** (elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division), **12 nonvoting members** (including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, a representative from the Council of Deans, 2 graduate students, and 2 undergraduate students).

1 Academic Appeals Committee
The committee shall hear and rule on all student appeals related to University undergraduate academic regulations and advise the Senate, other committees, and administrative offices on related matters deemed important to the committee.
Membership: **7 faculty** (1 from each School and the College of Arts and Sciences).

2 Academic Computing Committee
This committee shall serve as a policy formulation body with respect to academic computing and related activities. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.
Membership: **10 faculty** (1 from each Senate electoral division) and 2 additional members of the General Faculty, **2 students** (1 undergraduate, 1 graduate). **Ex officio :** Associate Vice Chancellor for Computing and Information Services, Provost or designee.

3 Academic Policies Committee
The committee shall review, recommend and advise on policies governing summer session, the academic calendar, class scheduling, and academic advising and shall make recommendations on all related matters deemed important to the committee. The committee shall advise the Provost on general concerns which are not under the purview of other specific committees.
Membership: **6 faculty, 2 students** (1 undergraduate, 1 graduate). **Ex officio:** Provost or designee, Registrar, Summer Session Director.

4 Budget Committee
The committee shall review the budgetary needs of the University and make recommendations to the appropriate administrators and to the Faculty Senate regarding the needs of the faculty. The committee shall be consulted by and shall advise in a timely fashion the Chancellor and other administrative officers during the processes of budget preparation, revision, and allocation of University resources.
Membership: **8 faculty** (1 from each Senate electoral division). **Term of Service:** 5 years. **Ex officio:** Provost and the Vice Chancellor for Business Affairs.

5 Business Services Committee
The Business Services Committee shall advise and make recommendations to the Faculty Senate on matters related to food and vending services, the bookstore, use of physical facilities and conservation thereof, and related matters not under the purview of other specific faculty committees. The committee shall encourage the exchange of specific and general information between the Office of Business Affairs and the Faculty Senate.
Membership: **4 faculty, 1 SPA member, 1 EPA nonteaching member, 2 students** (1 undergraduate, 1 graduate). **Ex officio:** Vice Chancellor for Business Affairs or designee.

6 Campus Planning Committee

The committee shall advise on matters related to current and long-range planning and development of the physical facilities of the campus. The architectural and ecological impact of land-use patterns including the location of buildings, roadways, parking areas, walkways, recreational areas and facilities, landscaping, and the general beauty of the campus shall be considered. Total planning of specific buildings shall be accomplished through ad hoc committees reporting to the Campus Planning Committee and the administration. The Chancellor shall appoint the ad hoc committee which will include at least one member of the Campus Planning Committee.

Membership: **5 faculty, 2 students** (1 undergraduate, 1 graduate). **Ex officio:** Associate Vice Chancellor for Facilites, Chair of the Traffic Committee. **Adjunct:** Director of Facilities Planning.

7 Campus Recreation Committee

The Campus Recreation Committee serves as an advisory and/or advocacy group for the program. Specifically, the committee advises Campus Recreation about the introduction of new programs, the deletion of previous programs and the evaluation or review of existing programs. The committee also serves as a liaison between Campus Recreation and the University community. The committee provides input into the search process for Campus Recreation key personnel. The committee chair or another committee member serves on the Student Advisory Committee to the Vice Chancellor.

Membership: **3 faculty, 1 SPA member, 1 EPA nonteaching member, 5 students** (3 undergraduate, 2 graduate). **Ex officio:** Director of Campus Recreation.

8 Campus Security and Public Safety Committee

The committee shall advise and make recommendations on matters related to campus security and public safety. The committee shall act as liaison and mediator between the University Police force and the University community and shall receive and distribute information concerning security and public safety problems and needs.

Membership: **5 faculty, 1 SPA member, 4 students** (2 undergraduate, 2 graduate, at least one of whom should be a commuting student). **Ex officio:** Vice Chancellor for Business Affairs or designee.

9 Commencement and Ceremonies Committee

The committee shall recommend to the Chancellor policies related to convocation and commencement activities and shall advise on activities for these and other University ceremonies as requested. The committee shall work with the Commencement Steering Committee to see that adopted plans are executed.

Membership: **8 faculty** (including representation from the School of Music), **4 students** (including the Chief Marshal, Assistant Chief Marshal, President of the Senior Class, and a graduate student). **Ex officio:** Registrar, Faculty Marshal.

10 Committee on Committees (elected)

The committee shall review the vacancies on all appointed committees and recommend to the Faculty Senate names of persons from the General Faculty and other University employees who have expressed a willingness to serve. In making these recommendations, the committee shall observe the following guidelines:

(a) Any voting member of the General Faculty may serve on appointed committees.

(b) In selecting persons to fill positions established by or pursuant to The Constitution, the Committee on Committees should consider factors of departmental affiliation, faculty rank, tenure status, ethnicity, length of service, and gender to the end that diversity of interests among the faculty are appropriately reflected on the appointed committees.

(c) Students and employees both subject to and exempt from the State Personnel Act shall be represented on appropriate committees.
(d) The committee shall solicit names for committee assignments from the current committee membership, from members of the General Faculty, from employees subject to and exempt from the State Personnel Act, and from appropriate administrators. The Vice Chancellor for Student Affairs shall submit the names of students recommended by the President of the Student Government Association. The Dean of the Graduate School shall submit names of students recommended by the Graduate School Association.
(e) The committee shall recommend to the Chancellor, names of faculty members to serve on specially appointed committees such as the O. Max Gardner Award Committee, Piney Lake Committee, Residence Appeals Committee. The names of persons recommended for these specially appointed committees will be forwarded to the Chancellor's Office yearly before June 30.
(f) The Faculty Athletics Representative (FAR) to the National Collegiate Athletic Association shall be appointed by the Chancellor in consultation with the Committee on Committees.

(i) Upon the approval of the Faculty Senate, the Committee on Committees shall recommend to the Chancellor three tenured faculty members to serve in this office, and the Chancellor will appoint one to serve a three-year term.
(ii) The FAR shall serve as an *ex officio* member of the Faculty Committee on Intercollegiate Athletics.
(iii) The length of the remaining term of the person serving in this role (Faculty Representative to the NCAA) will be reviewed by the Committee on Committees annually in order to provide for a timely appointment process.
(iv) When a new FAR is to be appointed, the faculty member should be selected a year in advance of the appointment, if at all possible. The new FAR designate would then work with the outgoing FAR to learn the many intricacies of the position.

Membership: **8 faculty** (1 from each Senate electoral division). **Adjunct:** Chair-elect of the Faculty Senate.

11 Due Process Committee (elected)
The Due Process Committee shall exercise the following duties and responsibilities:
(a) Receive evidence, conduct hearings, and report its findings and recommendations to the department head and the department head's immediate supervisor or to the Chancellor and, as appropriate, to the Chair of the Faculty Senate, on appeals from administration decisions involving discharge or the imposition of serious sanctions, termination of faculty employment, and non-reappointment. In exercising its responsibility, the committee shall use the definition of terms and the procedures for such hearings which are established by The Code of The University of North Carolina and The Regulations on Academic Freedom, Tenure, and Due Process of The University of North Carolina at Greensboro.
(b) All appeals arising under Section 603 of The Code of The University of North Carolina shall be heard by the full committee. In all other appeals arising under the committee's jurisdiction, the committee may establish an ad hoc panel of at least three committee members appointed by the chair to conduct hearings, receive evidence, and report to the full committee for the committee's deliberation and recommendation. The panel report shall include records, transcripts, all other written material, and the panel's recommendation. However, no committee member may participate in the discussion or decision on his or her own appeal or in any other case in which that committee member has participated in the

recommendations from departments, from the Schools, the College of Arts and Sciences, or other University committees.
Membership: **7 tenured faculty.**

12 Elections Committee
The committee shall preside over elections for the Secretary of the General Faculty and members of the boards and committees who are elected from the faculty. The committee shall conduct the nomination and elections processes, determine the eligibility of the nominees in conformity with The Constitution and membership regulations of the boards and committees. The committee shall collate results from unit elections and General Faculty elections and report all results to the Faculty Senate.
Membership: **3 faculty.**

13 Employee Benefits and Services Committee
The committee shall consider all questions related to health insurance, retirement plans, and other types of elective employee benefits and services programs. It is the responsibility of the committee with the approval of the Faculty Senate to make policy recommendations to the Vice Chancellor for Business Affairs relative to maintaining and strengthening present programs and developing new programs. The chair shall also serve as a member of the University Insurance Committee appointed by the Chancellor.
Membership: **8 faculty, 1 SPA member, 1 EPA nonteaching member. Ex officio:** Vice Chancellor for Business Affairs, Associate Vice Chancellor for Human Resource Services.

14 Enrollment Management Committee
The committee shall review, recommend, and advise on policy decisions related to undergraduate enrollment: recruitment, admissions, financial aid, and retention.
Membership: **8 faculty, 2 undergraduate students. Ex officio:** Associate Provost for Academic Support and Enrollment Management, Director of Student Financial Aid, Director of Admissions.

15 Equal Employment Opportunity and Intergroup Relations Committee
The committee shall review and make recommendations regarding equal employment opportunities, problems and issues related to affirmative action and intergroup relations. It shall regularly review the efforts, progress, and actions taken by the University to address the issues of equal employment, status of women and minorities, sexual harassment and discrimination, and other matters deemed relevant to the committee. In its educational capacity, the committee shall bring to the attention of the University community issues of representation, discrimination, and inclusion of all people in the campus community.
Membership: **10 faculty** (including 1 from each Senate electoral division), **2 SPA members** (including 1 nonacademic employee), **1 EPA nonteaching member, 4 students** (including undergraduate and graduate students with representation from student groups specified in the Committee's Bylaws). **Ex officio:** Associate Vice Chancellor for Human Resource Services.

16 Faculty Assembly Delegation (elected)
The Faculty Assembly Delegation shall: (1) gather and exchange information on behalf of the faculties of the constituent institutions of The University; (2) advise, through appropriate channels, the Board of Governors, the General Assembly, and other governmental agencies and officers on matters of University-wide import; and advise and communicate with the President of The University regarding matters of importance to the faculties as well as the whole University.
Representation in the Faculty Assembly shall be apportioned in accordance with the number of full-time faculty and professional staff members employed by this University. Delegates

and Alternates shall be elected by the General Faculty from among the members of that body. The Chairman of the Delegation shall attend all meetings of the Faculty Senate reporting on Faculty Assembly matters and recommending resolutions related to the work of the Assembly for action by the Faculty Senate.
Membership: **4 delegates, 3-4 alternates** (one of whom shall be the Chair of the Faculty Senate). **Term of Service:** 3 years with eligibility to be nominated and elected to 1 additional 3-year term.

17 Faculty Committee on Intercollegiate Athletics (elected)
The committee shall be responsible for monitoring and reporting on intercollegiate athletics to the Faculty Senate. Of primary concern to the committee shall be the academic welfare of the student athletes and the overall integrity of the intercollegiate athletics program. The committee shall be available to hear and act on complaints and suggestions about intercollegiate athletics from the faculty, students, and other members of the University community.
Membership: **8 faculty** (1 from each Senate electoral division). **Term of Service:** 5 years. **3 students** (1 from the Student Athletic Association, 1 from the Student Government Association, 1 from the Graduate Student Association). **Ex officio:** Faculty Representative to the NCAA. **Adjunct:** Director of Intercollegiate Athletics, Chair of the Student Financial Aid Committee.

18 Faculty Development Committee
The committee shall assist in meeting the needs and concerns of faculty members in facilitating their professional growth in the areas of teaching, research and service. The committee shall review and establish policies, guidelines and criteria for grants that support professional development, improve teaching methods and course evaluation, stimulate curricular innovation, and strengthen academic programs and shall receive and act upon requests for such grants. The committee shall also review and advise on the procedures for the evaluation of teaching.
Membership: **9 faculty** (1 from each School, 3 from the College, with 1 each from the areas of the Humanities, Social and Behavioral Sciences, Natural Sciences and Mathematics). **Ex officio:** Provost or designee.

19 Faculty Government Committee
The primary function of the committee is to recommend to the Faculty Senate all changes to The Constitution of the Faculty. Recommendations related to the policies and regulations subject to adoption by the General Faculty shall be forwarded to the Faculty Government Committee for consideration and review before presentation to the Faculty Senate. The committee shall also review the governance structures adopted by the College, Professional Schools, and the Library to determine that they are consistent with The Code of The University of North Carolina, The Regulations on Academic Freedom, Tenure, and Due Process, and The Constitution of the Faculty.
Membership: **5 faculty.**

20 Faculty Grievance Committee (elected)
The Faculty Grievance Committee shall hear, mediate, and advise with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships on this campus in accordance with the provisions of The Code of The University of North Carolina. No grievance that grows out of or involves matters related to a formal proceeding for the suspension, discharge, or termination of a faculty member, or that is within the jurisdiction of another faculty committee, may be considered by the Faculty Grievance Committee.
Membership: **5 tenure-track faculty,** with at least 1 member from each rank and no more

than 1 member from each Department or School. (No officer of administration, including department heads and division chairs, shall be eligible to serve on the committee.)

21 Faculty Salary Committee

The committee shall review, recommend and advise on all policies regarding faculty salaries for the regular academic year, summer session, and UNCG extension courses. The committee shall make periodic and timely reports to the Faculty Senate regarding the salary situation at UNCG such as comparison of salaries among the Schools and the College, gender differences in salaries and salary inequities between new appointments and continuing appointments in similar disciplines. The committee shall also review the salaries in the UNC system, national trends in faculty salaries and the effect of inflation upon salaries. The committee shall make an annual recommendation to the Faculty Senate regarding salary increases in the form of merit pay and cost of living which shall be forwarded to the Chancellor and to the President of the UNC system through the UNCG Delegation to the Faculty Assembly.

Membership: **5 faculty.**

22 Faculty Welfare Committee

The committee shall consider matters related to the general welfare of the faculty. It shall also help promote health-related activities for the University community and advise faculty, appropriate administrators and offices on the initiation of health policies, programs, and activities. The committee shall serve as the advisory body considering policies for use of the Faculty Center and shall seek to promote its use.

Membership: **5 faculty, 1 SPA member. Ex officio:** 1 Associate Provost, Associate Vice Chancellor for Human Resource Services.

23 Graduate Studies Committee (elected by members of the Graduate Faculty)

The Graduate Studies Committee shall be an agency of the Senate devoted to studying aspects of graduate education. Its basic duties and responsibilities are as follows:

(a) Establish the criteria for the selection and review of members of the graduate faculty;

(b) Review all new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, approve with modification. Review and act on all proposals for new graduate programs or major modifications to existing programs including the discontinuation of graduate programs;

(c) Review and formulate policies and regulations related to graduate education admission, retention, and graduation requirements;

(d) Hear student appeals related to Graduate School policies and regulations;

(e) Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education;

(f) Act on matters referred by the Faculty Senate, Dean of the Graduate School, graduate faculty, and the Graduate Student Association on graduate education;

(g) Report to the Faculty Senate on actions taken regarding graduate education policies and programs;

(h) Advise the Faculty Senate on matters relating to graduate education.

Membership: **9 full members of the Graduate Faculty** (1 from each School, 3 from the College of Arts and Sciences, with 1 each from the areas of the Humanities, Science and Mathematics, and Social and Behavioral Sciences). In order to achieve programmatic balance, **4 additional full members of the Graduate Faculty** shall be appointed by the chair in consultation with the Dean of the Graduate School to serve 1-year terms. **2 student members** elected by the Graduate Student Association. **Ex officio:** Dean of the Graduate School, Associate Dean of the Graduate School.

24 Honorary Degrees Committee
The committee shall solicit and review nominations for persons to receive honorary degrees in accordance with procedures set forth in the Faculty Senate Bylaws. The committee shall present its recommendations to the Faculty Senate in executive session. Those nominees approved by the General Faculty, acting in executive session, shall be presented to the Chancellor. Final action shall be taken by the Board of Trustees.
Membership: **5 faculty. Ex officio:** Provost.

25 Library Committee
The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Library. The committee shall act as a liaison agency in interpreting Library policies to the University.
Membership: **9 faculty** (1 from each School and 3 from the College); **2 students** (1 undergraduate, 1 graduate). **Ex officio:** Director of the Library. **Adjunct:** Provost.

26 Promotions and Tenure Committee of the Faculty Senate (elected)
Advises the Chancellor on the promotion and/or change in tenure status of faculty. Assures faculty counsel at the point where recommendations from the Deans of the Schools and the College and the Director of the Library have been completed. On occasion initiates consideration of faculty members whom it considers meritorious of promotion and/or change in tenure status.
Membership: **7 faculty** (Chair of the Faculty Senate serving as chair of the committee).

27 Research Grants Committee
The primary functions of the committee are to: (a) set policies and procedures for use of University funds for faculty research grants and subsidies for book publication, refereed publication page charges and submission fees, journal article reprints, and exhibition/performance charges; and (b) receive, evaluate, and act on applications for funding of the items listed above.
Membership: **10 faculty** (1 from each School; 3 from the College of Arts and Sciences, with 1 each from the areas of Humanities, Natural Sciences and Mathematics, and Social and Behavioral Sciences). **Ex officio:** Director of Research Services, Associate Provost for Research.

28 Student Fellowships and Special Awards Committee
The committee shall oversee all externally sponsored fellowships and awards, both undergraduate and graduate; solicit applications; select nominees; and, for some programs, select recipients.
Membership: **6 faculty. Ex officio:** Director of Student Financial Aid, Associate Dean of the Graduate School.

29 Student Financial Aid Committee
The Student Financial Aid Committee provides faculty and student input to the financial aid process, serves as a support network for the Financial Aid Office staff, and communicates financial aid information when necessary to the faculty. In addition, members of the committee form the Financial Aid Appeals Committee for student appeals relating to aid decisions, and the Scholarship Committee for the award of certain University, School, and College scholarships.
Membership: **9 faculty** (including 1 from each School and the College of Arts and Sciences). **Ex officio:** Director of Student Financial Aid.

30 Traffic Committee
The committee shall assess the parking needs of faculty, staff, students, and visitors to the campus; review and propose parking and traffic regulations, policies, and practices for the University; and make recommendations concerning the carrying out of such regulations, policies, and practices.
Membership: **5 faculty, 1 SPA member, 1 EPA nonteaching member, 3 students** (1 undergraduate resident on campus, 1 commuting student, 1 graduate student). **Ex officio:** Manager of Traffic and Parking, Provost or designee. The committee chair shall serve as an ex officio member of the Campus Planning Committee and shall meet regularly with the Vice Chancellor for Business Affairs.

31 Undergraduate Curriculum Committee (elected)
The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:
(a) To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools; the discontinuation of courses and programs; routine changes as previously approved by the Provost's Office;
(b) To approve requests for area credit designation for both new and existing courses as forwarded by the instructional area committees;
(c) To review and approve student proposals under Plan II (Specially Designed Programs of Study);
(d) To oversee the adherence to the all-University requirements by the College and the various Schools and to initiate curricular reviews at least every five years;
(e) To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the committee.
Membership: **14 faculty** (1 elected representative from each of the six Schools, 3 elected representatives from the College of Arts and Sciences, with 1 representative from each of its electoral divisions, 5 elected at-large members). **Ex officio:** Provost or designee. **Adjunct:** Director of Academic Advising and Support Services or designee, Registrar or designee.

32 Undergraduate Student Academic Regulations Committee
The committee shall develop and make recommendations on academic policies and regulations and requirements for undergraduate students.
Membership: **6 faculty, 4 undergraduate students. Ex officio:** Director of Academic Advising and Support Services.

33 University Concert/Lecture Series Committee
The committee shall advise on matters related to the University Concert/Lecture Series.
Membership: **6 faculty** (including 1 each from the Department of Dance, the School of Music, and the Theatre Division), **2 students** (1 undergraduate, 1 graduate). **Ex officio:** Arts Coordinator, Division of Student Affairs.

Statistical Summaries

Enrollment Summary for The Fall Semester 1993

	1993
Seniors	2,874
Juniors	2,151
Sophomores	1,852
Freshmen	1,843
Graduates	2,735
Specials and Unclassified	659
Total	12,114
Extension	2,492
TOTAL COLLEGIATE ENROLLMENT FALL 1993	**14,606**

Summer School 1993

Summer Session	4,896

Summary of Earned Degrees Granted at UNCG on May 16, 1993

Source: Institutional Research

Doctor of Philosophy	32
Doctor of Education	38
Doctor of Musical Arts	3
Specialist in Education	3
Certificate of Advanced Study	3
Master of Arts	87
Master of Arts in Liberal Studies	2
Master of Education	191
Master of Library & Information Studies	41
Master of Science	26
Master of Fine Arts	48
Master of Music	22
Master of Business Administration	59
Master of Science in Business Education	16
Master of Public Affairs	14
Master of Science in Nursing	67
TOTAL GRADUATE DEGREES	**652**
Bachelor of Arts	705
Anthropology	12
Art	61
Biology	49
Chemistry	7
Classical Studies	4
Drama	20
Economics	13
English	108
French	4
Geography	21
German	1
History	41
Interdepartmental	9
Mathematics	13
Media Studies	50
Music	7
Philosophy	2
Political Science	72
Psychology	91
Religious Studies	7
Sociology	33
Spanish	11
Speech Communication	69
Bachelor of Science	811
Accounting	74
Business Administration	1
Chemistry	7
Clothing & Textiles	40
Computer Science	2
Dance	11
Economics	13
Education of the Deaf	8
Elementary Education	13
Exercise & Sport Science	36
Finance	56
Food & Nutrition	19
Health Education	16
Home Ec in Business & Community	16
Home Economics Education	2
Housing & Interior Design	37
Human Development & Family Studies	57
Information Systems & Operations Mgt	56
Leisure Studies	35
Management	158
Marketing Education	1
Mathematics	20
Middle Grades Education	68
Physics	4
Social Work	34
Speech Pathology and Audiology	27
Bachelor of Science in Medical Technology	1
Bachelor of Fine Arts	39
Art Education	16
Art, other	12
Dance	11
Bachelor of Music	27
Bachelor of Science in Nursing	128
TOTAL BACHELOR'S DEGREES	**1,711**
TOTAL EARNED DEGREES	**2,363**

APPENDIX

THE UNIVERSITY OF NORTH CAROLINA POLICY ON ILLEGAL DRUGS

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and disseminating of knowledge. All members of the academic community — students, faculty, and staff members — share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

I. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees[1], and SPA employees[2].

II. Notice

A. Article 5 of Chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

III. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs. This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

IV. Disciplinary Proceedings and Sanctions

A. Preliminary Determinations

The University will initiate a disciplinary proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever **both** of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances
2. the alleged conduct is deemed to harm the interests of the University

Requirement (1), above, can be satisfied by **either** of the following:

(a) a conviction or a guilty plea resulting from criminal prosecution

(b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate disciplinary action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students

Judicial Policies Related to Student Conduct for the The University of North Carolina at Greensboro, approved by the Chancellor

Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

SPA Employees

Relevant regulations of the Office of State Personnel

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalities for students, faculty, senior administrative officers, and non-faculty EPA employees:

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offences described:

1. Trafficking[3] in Illegal Drugs

(a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

(b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

2. Illegal Possession of Drugs

(a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90-89, or Schedule II, N.C. General Statutes 90- 90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(b) For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

(c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

V. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

VI. This policy shall be effective with the beginning of Fall Term, 1988.

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[1]Non-faculty personnel whose employment is exempt from the State Personnel act

[2]Staff personel whose employment is subject to the State Personnel Act

[3]The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95 (h).

INDEX

Abbreviations, Course, 51; AULER, 52; CLER, 52
Academic Advising and Support Services, 27-28, 363
Academic appeals, 35
Academic Honor Policy, 27
Academic probation, 34
Academic programs, 8, 41-52
Academic regulations, 27-40
Academic suspension, 34-35
Accelerated Master's Programs for undergraduates, 25
Acceptance to UNCG, 15-16
Accounting, department of, 197-199
Accreditation, 11; Joseph M. Bryan School of Business & Economics, 192; Department of Chemistry, 80; School of Education, 224; School of Music, 303; School of Nursing, 319; Department of Social Work, 299; UNCG, 11
ACES office, program, 23
Achievement Tests, College Board, 17-18
Acting concentration, 95
Address changes, 367
Administrative Staff, UNCG, 454-459
Admission to UNCG, 13-26; Freshmen, 13-15; former students, 21; international students, 21-22; transfers, 18-21; other, including adult students, 23; second degree, 24-25; senior citizens, 26; 2+2, 18, 19, 20; unclassified, 24; veterans, 22; visiting, 22
Adult Continuing & Evening Students (See ACES), 23, 24
Adult Development and Aging in the Family, option, 293
Advanced Placement program, 16-18
Advisors, academic & faculty, 27-28; international students, 365
Affirmative Action Officer, IFC, 11, 13
Affirmative Action Plan, 11
African American Studies, minor, 340-341
African Studies, minor, 347-348
Alcoholic beverage policies, 362
All-University Liberal Education (AULER) requirements, 46-50
Alumni Association, House, Office, 376-377
Analytic and evaluative studies area description and requirements, 47, 48
Angels of the UNCG Theatre, 378
Anthropology, department of, 57-61
Appeals, grades, 30
Appendix, 469-470
Application fee, 15, 19, 21, 24
Archaeology, major, 341-342
Art, department of, 62-71
Art Education I, II concentrations, 64-65
Art Gallery, see Weatherspoon
Art History concentration, 65-66
Articulation agreements (2 + 2), 18, 19, 20
Arts & Sciences, College of, degree requirements, 53-55
Asian Studies, minor, 347-348
Astronomy, (See Physics and Astronomy, 158-162)
Athletics and recreation, 375-376
Attendance regulations, 30
Auditing courses, 25-26, 29-30
Auditing fees, 25, 384
AULER, see All-University Liberal Education Requirements
Average time to graduation, 38, 42
Award (financial aid) acceptance, 389-390

Bachelor's degrees, listed, 41; requirements listed in Chapter 4 by major
Banking information, 386
Biology, department of, 72-79
Biopsychology, second major, 75, 169
Biotechnology, concentration, 75
Birth-to-Kindergarten teacher certification program, 292
Board of Governors (UNC), 413
Board of Trustees (UNCG), 414
Board plans, 379, 383
Books and supplies, cost, 385
British or America literature area description and requirements, 47, 48
Broadcasting/Cinema division, 92
Business Administration major, 195-196
Business & Community Services for Individuals and Families option, 293
Business & Economics, Joseph M. Bryan School of, 192-223
Business & Marketing Education, division, of, 219-222
Business Education major, 219-220
Business Education concentration, 219-220
Business Education/Information Processing concentration, 219-220
Business minor, 195

Calendar, UNCG, 2-3
Campus life, 9, 369
Campus map, 480 and inside back cover
Campus ministers, 363
Campus opportunities, 369-371
Campus recreation, 375-376
Campus regulations, 361-362
Career Services Center, 363-364
Cashier's Office, 386
Centennial scholarships, 390
Center for Critical Inquiry in the Liberal Arts, 53
Center for Applied Research, 192
Center for Economic Education, 192
Center for Educational Research and Evaluation, 224
Center for Educational Studies and Development, 224
Center for School Accountability, 224

Certification, full-time, for housing and organizations, 28
Certification, teacher, see Teacher Education
Change in course, 29
Chemistry, department of, 80-84
Child and Adolescent Development in the Family, option, 292-293
Choral/General Music Education major, 308-309
Christianity, Study in, minor, 343
Class attendance, 30
Classical Archaeology concentration, 85-87
Classical Civilization concentration, 85-87; courses, 88-89
Classical Studies, department of, 85-91
Classification of students, 33
CLEP subject examinations, 18
Clothing & Textiles, department of, 277-281
Clubs & organizations, student, 372-374
Coaching minor, 257
College of Arts & Sciences, 53-191; interdepartmental studies major, 340-352; special degree requirements, 53-55
College, Residential, see Residential College
Collegium for the Advancement of Schools, Schooling, and Education, 224
Commencement participation policy, 39
Committees (faculty), 460-467
Communication & Theatre, department of, 92-116
Communication disorders division, 92
Communication Studies concentration, minor, 97-99
Communication Studies Division, 92
Community Health Education concentration, 269-270
Competetive scholarships, 390-391
Composition major, 306-308
Computer labs, 364-365
Computer Science, major, concentration, 146-147; courses, 147-149
Computing support, 364-365
Cone Art Building, Anne and Benjamin, 9
Consortium, Greater Greensboro, 23
Continuing Education Office, 26
Continuing at UNCG, 33-34
Continuing students, grade point averages, 34; registration, 27
Correspondence credits, 21, 35
Counseling and Educational Development, department of, 225-226
Counseling & Testing Center, 28, 364
Courses, abbreviations, 51; adding, 29; attendance, 30; auditing, 29-30; descriptions, see Chapter 4; dropping, 29; final examination, 30-31; frequency of offering, 52; hours, 52; level, 28, 52; load, 28; repeated, 32-33; semester hours credits, 32; transferred, 35
Credit, correspondence/extension, 21, 35; examinations for, 36-37; semester hour, 32; summer session, 35; transfer, 35
Credit policy, student, 386-387
Curriculum and Instruction, department of, 227-234

Dance, department of, 241-248
Dance Company, 371
Dance (B.A.) major, 241-242
Dance (B.F.A.) major, 242-243
Dance Education (B.S.) major, 243-244
Dean's List, 33
Deficiencies, entrance, 14
Degrees, undergraduate, 41-45
Dentistry, preprofessional program, 333-334
Departmental clubs, 373
Design & Technical Theatre Direction concentration, 97
Design concentration, 62-63
Development Office, 377
Developmental Foundations in Preschool Education option, 292
Dietetics concentration, 282-283
Disabled Student Services, 364
Disruption of education process policy, 362
Disruptive behavior in the classroom policy, 362
Double major, (See second major)
Drama major (B.A.), 94-95; (B.F.A.), 95-97
Dropping courses, 29
Drugs/Narcotics policy, 362, 469-470
Dual registration, undergraduate & graduate, 40

Early decision plan, 16
Earth Science/Environmental Studies concentration, 127
Economics, department of, 200-206
Educational Interpreter concentration, 103, 105
Educational Leadership and Cultural Foundations, department of, 235-236
Educational Research Methodology, department of, 237
Education, School of, 224-239
Education of Deaf children division, 92
Education of the Deaf major, 103-105
Education of the Deaf teacher preparation concentration, 103-104
Electives, AULER, 49, 50
Elementary Certification, 354, 356
Elementary Education, major, 228-229
Elliott University Center, 369-370
Employment, student, 392
Engineering, preprofessional program, 335-336
English, department of, 117-125
English-High School Teaching concentration, 117-118
Enrollment certification, 367
Enrollment summary, 468
Entrance deficiencies, 14
Environmental biology concentration, 75
Equality of educational opportunity, statement, see inside front cover
European Studies, second major, minor, 347-348

Evening students (see ACES)
Examinations, admissions, 15; advanced placement, 16-18; course, final, 30-31; for credit, 37; foreign language placement, 14, 36; mathematics placement, 36-37
Excellence Foundation, 378
Exemptions, 16-18; foreign language, 16-18
Exercise and Sport Science, department of, 249-264
Exercise and Sport Science major, 249-250, 256
Exercise and sport studies concentration, 249, 250, 256
Expenses, see Fees
Extended Evening Services, Office of, 28, 364
Extension/correspondence credit, 21, 35

Faculty, adjunct, 449-453; committees, 460-467; emeritus, 441-447; teaching, 418-440; library, 448
Family Rights and Privacy Act, 367
Fees, 379, 383-385
Finance, department, of, 207-209
Finance, insurance, and real estate major, 207-208
Financial aid, 389-394
Fine arts area description and requirements, 47, 48
Firearms/Weapons policy, 362
Food, Nutrition, and Food Service Management, department of, 282-285
Foreign language, placement examinations, 36
Foreign language, proficiency, 54
Foreign students, advisor, 365; admission, 21-22
Former students, admission, 21
Fraternities, sororities, 374
French major, minor, 177-178; see Romance Languages; placement test, 36
Freshman Seminars Program, 327
Freshmen, academic advising, 27-28; admission, 13-16; orientation, 27; registration, 27; placement tests, 36
Friends of the Library, 378
Friends of UNCG, 377-378
Funds, loans, scholarships, 389-410

General Speech concentration, 97-99
Geography, department of, 126-130
German & Russian, department of, 131-135
Gerontology, second major & minor, 343-344
Global Affairs and International Development concentration, 347-348
Governors, Board of, 413
Grade Forgiveness Policy, 32-33
Grade Points/Grade Point Averages, 32
Grading, 30-32
Graduate students, UNCG, 26
Graduation, application, 39, 367; average time to, 42; fee, 385; policy, 39; requirements, 38-39; with honors, 39
Grants, 391
Greek Language and Literature concentration, 85-87; courses, 89-90
Greek organizations, 374
Greater Greensboro Consortium, 23
Greensboro area, 10
Guns, 362

Health Education major, 269-272
Health and Human Performance, School of, 240-275; Dance, 241-248; Exercise and Sport Science, 249-264; Leisure Studies 265-268; Public Health, 269-275
Health fee, 368-369, 379, 383
Health Service, student, 368-369
Health Studies, minor, 272
Historical perspectives on western culture area description and requirements, 47, 48, 54
History, department of, 136-144
History, UNCG, 414
History & Philosophy of Science, 345-346
Honor Policy, see Academic Honor Policy
Honorary societies, 372
Honors Program, 328-330
Housing & Interior Design, department of, 286-289
Housing, on & off campus, 358-361; deposit, 358, 387; housing rates, 383; requirements, 28
Human Development and Family Studies, department of, 290-298
Human Development and Family Studies, major, minor, options, 290-298
Human Environmental Sciences Foundation, 378
Human Environmental Sciences, School of, 276-302; Clothing & Textiles, 277-281; Food, Nutrition, Food Service Management, 282-285; Home Economics in Education & Business courses, 297-298; Housing & Interior Design, 286-289; Human Development & Family Studies, 290-298; Social Work, 299-302
Human Resources concentration, 214-215

Identification card, student, 385
Immunization clearance, 15
Incomplete grade, 31
Information Services, Office of, 377
Information systems concentration, 210-211
Information Systems & Operations Management, department of, 210-213
In-state status for tuition purposes, 380-381
Instructional and Research Computing, 364-365
Instrumental Music Education major, 308-309
Intent-to-Enroll card, 15, 19
Intercollegiate athletics, 375
Inter-Cultural Studies concentration, 348-349
Interdepartmental Studies (see Special Programs in Liberal Studies)
Interior Design (see Housing & Interior Design)
International Business Studies major, 194, 346-347
International Development, 347-348
International House, 359, 365

International Programs, Office of, 352-353, 365
International student, admission, 21-22; advisor, 365
International Studies, 347-349
Intramural recreational activities, 375-376
Italian courses, 185

Jazz Studies, 306-308
Job placement assistance, 363-364
Junior colleges, admission from, 18-21

Laboratory fees, 384
Language Placement Tests, 36
Late fees, registration, 27, 388
Latin Language and Literature concentration, 85-87; courses, 90-91; placement test, 36; teacher certification, 87
Law, preprofessional program, 336
Learning Resources Center, 366
Leisure services management concentration, 265-266
Leisure Studies, department of, 265-268
Liberal Education, requirements, 46-50, 53-55
Liberal Studies, Master of Arts degree program, 349
Liberal Studies, Special Programs in (see Special Programs in Liberal Studies)
Library, Walter Clinton Jackson, 366; faculty, 448; staff, 356-357
Library and Information Studies, department of, 238-239
Linguistics, major, minor, 350
Loan funds, see Financial Aid

Major requirements (also see departmental listings), 50, 55
Management concentration, 214-215
Management and Marketing, department of, 214-218
Marketing Education major, 220-221
Marketing concentration, 214-215
Master of Business Administration program, 223
Master's programs, accelerated, 25
MAT100, 32, 36
Mathematics area description and requirements, 47-48
Mathematics, department of, 145-153; Computer Science, 146-147; Statistics, 146
Mathematics placement test, 36-37
Meals, (See board plans)
Media, student, 372
Media Studies, major, 100-101
Medical services, special charges, 385
Medical Technology Program, 330-333
Medicine, preprofessional program, 333-334
Merchandising Management concentration, 214-215
Middle Grades Education major, 229
Ministers, campus, 363
Minor field, 55
Minority Presence Grant program, 391
Mission of UNCG, 10
Motor Vehicles Policy, 362
Museum Studies concentration, 65-66
Music, School of, 303-318
Music (General) major, 305
Music History major, 305-306
Music Performance fee, 384
Music Performance major, 306-308
Musical Arts Guild, 378
Musical organizations, 370

Name changes, 367
Narcotics, 362, 469-470
National societies, 373
Native speakers of foreign languages, 54
Natural Science area description and requirements, 47, 48-49, 54
Non-credit courses, 36
Non-traditional students, 23
Non-Western Studies area description and requirements, 47, 49
North Carolina A. & T. State University, agreement with, 23
North Carolina Teaching Fellows, 393
Nursing, School of, 319-326
Nutrition Science concentration, 282-283

Office Systems Administration concentration, 210-211
Officers, (UNC), 413
Officers (UNCG), 415-417
Operations Management concentration, 210-211
Organizational communications option, 97-98
Orientation, 27, 367

Painting concentration, 62-63
Parking permits, regulations, 362
Part-time students, admission, 23; expenses, 383-384
Payments, schedule of, 386
Performing groups, student, 370
Performance major, 306-308
Performance: Jazz Studies major, 306-308
Pharmacy, preprofessional program, 336-337
Phi Beta Kappa honorary society, 10, 47, 372
Philosophy, department of, 154-157
Physical education credit limit policy, 36
Physical Education Teacher Education concentration, 249, 250-256
Physical therapy, preprofessional program, 337
Physics and Astronomy, department of, 158-162
Piney Lake Field Campus, 376
Placement, examinations for, 36-37
Plan II, 50
Plus/Minus grades, 32
Political Science, department of, 163-167
Preprofessional programs, 333-337; see listings such as law, medicine, etc.
Prerequisites, 52

Prizes, awards (see Scholarships & Loans)
Probation, academic, 34
Professional semester (see Student Teaching)
Proficiency examinations, 16-18
Program and course schedule symbols, 51
Psychology, department of, 168-172
Public Health Education, department of, 269-275
Public safety regulations, 362
Publications, student, 372

Radio Studio, 372
Readmission, 21
Reasoning and Discourse area description and requirements, 47, 49
Recreational facilities, activities, 375-376
Refund policies, 387-388
Regional Studies, 347-348
Registrar's Office, 367
Registration, 27; motor vehicle, 362
Religious organizations, 373-374
Religious Studies, department of, 173-176
Repeated courses, 32-33
Required grade point averages, 32
Residence, housing 358-361; requirements for graduation, 38; requirements for in-state tuition, 380-381
Residence halls, 358-360; policies, 360-361
Residential College, 338-339
Residence status for armed services personnel, 381-382
Residence status for tuition purposes, 380-381
Restaurant & Institution Management concentration, 282-283
Retroactive grade change, 33
Romance Languages, department of, 177-185; French, 179-182; Italian, 185; Spanish, 182-184
ROTC, 23
Russian, minor, 132; see German & Russian
Russian Studies, committee, major, minor, 347-348, 350

Satisfactory Academic Progress for financial aid, 389
Schedule of payments, 386
Scholarships & loans, 390-410
School Health Education concentration, 269-272
School Social Work certification, 301
Sculpture concentration, 62-63
Second degree requirements, 24-25, 40
Second major, 24-25, 40, 55, (also see departmental - listings)
Secondary Subject-Area certification, 356-357
Secondary Teacher certification, 355-356
Semester abroad programs, 352
Semester hours credit, 32
Senior citizens, 26
Services for Students, 363-368
Service organizations, 374
Social & Behavioral Sciences area description and requirements, 47, 49
Social Studies Teacher certification, 355
Social Work, department of, 299-302
Sociology/Social Studies concentration, 187
Sociology, department of, 186-191
Sororities, fraternities, 374
Spanish, major, minor, 177-179; see Romance Languages; Placement test, 36
Spartan Excellence Fund, 378
Special Academic Programs, 327-357
Special curriculum option, (Plan II), 50
Special Programs in Liberal Studies, majors, minors, concentrations, 340-352
Special Subject-Area certification, 356
Special Support Services, 368
Speech Communication Major, 97
Speech Communication Teacher Certification, 97, 99
Speech & Hearing Center, 368
Speech Pathology & Audiology major, 101-102
Sports clubs, 374
Staff, administrative, 454-459
Statistical data, UNCG, 468
Statistics, concentration, 146; courses, 152-153; see Mathematics
Step-Ahead, program for new freshmen, 27, 367
Student Affairs, Office of, 368
Student Aid (see Financial Aid)
Student-designed interdisciplinary major, 55-56
Student employment, 392
Student Government, 372
Student Health Service, 368-369
Student Recreation Center, 375-376
Student teaching, admission to, 354
Student union building (see Elliott University Center)
Studio Art concentration, 65-66
Study Abroad, 352-353
Summer Session, 25, 35
Summer Theatre, 371
Summer study & travel abroad, 352-353
Suspension, academic, 34

Teacher's Academy, 353-357
Teacher Certification application, 356
Teacher Education, 353-357
Teacher Education of the Deaf, concentration, 103-104
Telephone service, 358, 386
Textbooks, expenses, 385
Textile Products Design concentration, 277-278
Textile Products Marketing concentration, 277-278
Theatre Arts certification, 99
Theatre division, 92
Theatre programs, 371-372
Therapeutic Recreation concentration, 265-266
Traffic and safety regulations, 361-362
Transcript fee, 385
Transcript of academic record, 19, 367
Transfer students, admission, 21; credit transfer regulations, 21, 35

Transferred courses, 35
Travel, Tourism and Commercial Recreation concentration, 262-266
Trustees, Board of, 414
Tuition and academic fees, 379-388

Unclassified admissions, 24
University of North Carolina, history, 411; officers, 413; governors, 413
UNCG, history, 414; officers, 415-417; Trustees, 414; faculty, 418-453
UNCG map, 480 and inside back cover
Undergraduate degrees, 41, 42-45
University Annual Giving, 377
University Community, 358-378
University Concert/Lecture Series, 370
University Directory, 367
University Dining Services, 361
University Housing (see Housing)
Urban Planning concentration, 127

Vehicles on campus, 354, 385
Veterans, 22, 369
Veterinary medicine, preprofessional program, 333-334
Visitation, residence halls, 361
Visiting, auditors, 25-26; college students, 22; high school students, 22
Vocational education certification, 356

Weatherspoon Art Gallery, 9, 370
Weatherspoon Gallery Association, 378
Western Civilization, 357
Withdrawal from UNCG, 29
Women's Studies, committee, major, courses, 351-352
World Literature area description and requirements, 47, 49
Writing-Intensive Courses, 53-54

UNCG Telephone Numbers

The Area Code for UNCG phone numbers is 910; the exchange for all numbers listed below is 334-.

Administrative Offices

Academic Advising & Support Services 5730
Admissions (Undergraduate) 5243
Adult Continuing & Evening Students (ACES) ... 5757
Campus Information 5000
Career Services Center 5454
Cashier's Office 5831
Continuing Education 5414
Dining Services 5976
Disabled Students Services 5440
Elliott University Center 5510
Extended Evening Services 5730
Financial Aid Office 5702
Graduate School 5596
International Student Services 5231
Library 5304
Minority Student Affairs 5090
Orientation Office 5231
Provost's Office 5494
Registrar's Office 5946
Residential Life 5636
Special Support Services 7533
Student Affairs 5099
Student Health Service 3080
Summer Session 5416
Teachers Academy 5100, X302
Veterans' Services 5946

Academic Units

College of Arts & Sciences 5241
- Departments
  - Anthropology 5132
  - Art 5248
  - Biology 5391
  - Chemistry 5714
  - Classical Studies 5214
  - Communication & Theatre 5576
  - English 5311
  - Geography 5388
  - German and Russian 5427
  - History 5992
  - Mathematics 5836
  - Philosophy 5059
  - Physics & Astronomy 5844
  - Political Science 5989
  - Psychology 5013
  - Religious Studies 5762
  - Romance Languages 5655
  - Sociology 5295
- Other College Programs
  - Freshman Seminars 3186
  - Honors Program 5673
  - Medical Technology 5391
  - Plan II 3186
  - Preprofessional Programs
    - Denistry 5391
    - Engineering 5844
    - Law 5576
    - Medicine 5391
    - Pharmacy 5714
    - Physical Therapy 5391
    - Veterinary Medicine 5391
  - Residential College 5915
  - Special Programs in Liberal Studies 3186
    - African American Studies 5673
    - Archaeology 5214
    - Christianity, Study in 5488
    - Gerontology 5939
    - History & Philosophy of Science 5059
    - International Business Studies 5673
    - International Studies 5673
    - Linguistics 5136
    - Russian Studies 5488
    - Women's Studies 5673
  - Study Abroad Programs 5404

Joseph M. Bryan School of Business & Economics 5338
- Departments
  - Accounting 5647
  - Economics 5463
  - Finance 3055
  - Information Systems & Operations .....
  - Management 5666
  - Management & Marketing 5691
- Division
  - Business & Marketing Teacher Education 5691

School of Education 5100
- Departments
  - Counseling & Educ Development X213
  - Curriculum & Instruction X231
  - Educational Leadership X249
  - Educational Research Methodology X236
  - Library & Information Studies X269

School of Health & Human Performance 5432
- Departments
  - Dance 5570
  - Exercise & Sport Science 5308
  - Leisure Studies 5327
  - Public Health Education 5532

School of Human Environmental Sciences 5980
- Deparments
  - Clothing & Textiles 5250
  - Food, Nutrition, & Food Service Management 5313
  - Housing & Interior Design 5320
  - Human Development & Family Studies 5307
  - Social Work 5147

School of Music *5789*

School of Nursing *5010*

1994-95 Bulletin Quick Reference Guide for New Students

Academic Advising & Support Services (Extended Evening Services) 28,363-364
Academic Appeals 35
Advanced Placement Credit 16-18
Class Attendance 30
Course Schedule Symbols/Numbers 51
Calendar, University 2-3
Consortium 23
Entrance Deficiencies 14
Grading, Grade Point Average 30-32
- Academic Good Standing (Continuing at UNCG) 33-34
- "168-hour Rule" (Maximum hours a student may attempt) 33
- Probation/Suspension 34
- Repeated Courses 32-33

Graduation Requirements (Academic/Residency/Time) 38-39, 42, 367, 385
Liberal Education Requirements 46-50, 53-55
- All-University Liberal Education Requirements (AULER) 46-50
- College Liberal Education Requirements (CLER) 53-55
  - Writing Intensive Courses 53-54

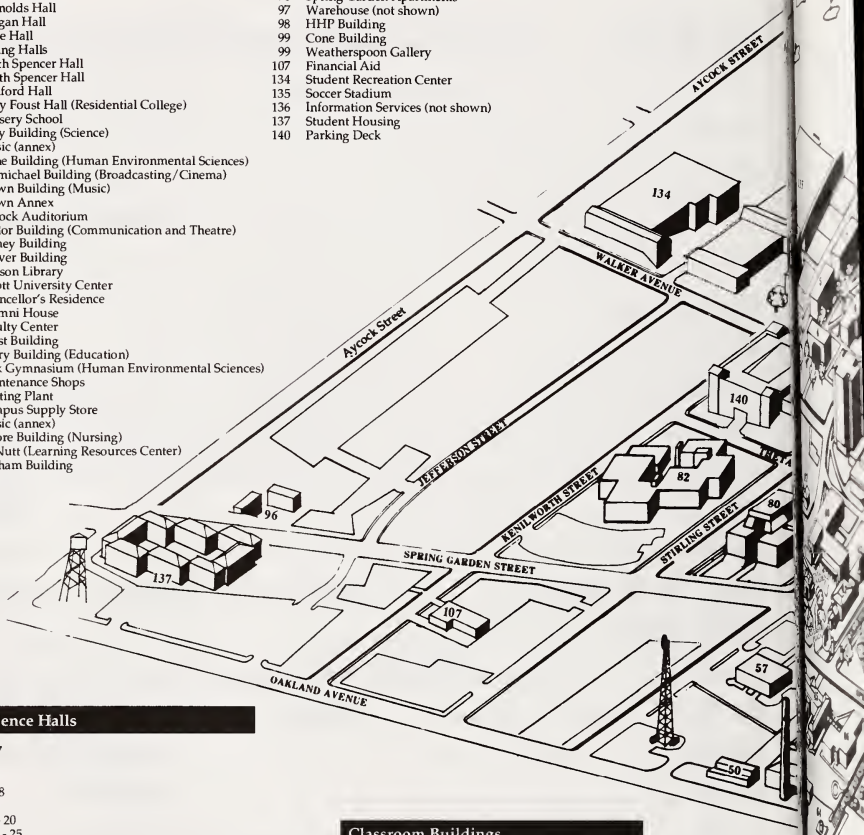
Majors (Areas of Study at UNCG) 50, 55
Placement Examinations (Foreign Language, Mathematics) 36-37
Preprofessional Programs 333-337
- Dentistry, Medicine, and Veterinary Medicine 333-334
- Engineering 335-336
- Law 336
- Pharmacy, Physical Therapy 336-337

Schedule Adjustments (Dropping/Adding Courses) 27, 29
Transfer Courses 21, 35

Notes

Campus Buildings *(Numerical List)*

4 Shaw (International House)
5 Hinshaw Hall
6 Gray Hall
7 Bailey Hall
8 Cotten Hall
9 Jamison Hall
10 Coit Call
11 Winfield Hall
12 Weil Hall
13 Moore Hall
14 Strong Hall
15 Hawkins Hall
15A Phillips Hall
16 Gove Student Health Center
17 Ragsdale Hall
18 Mendenhall Hall
19 Reynolds Hall
20 Grogan Hall
21 Cone Hall
22 Dining Halls
23 South Spencer Hall
24 North Spencer Hall
25 Guilford Hall
26 Mary Foust Hall (Residential College)
27 Nursery School
29 Petty Building (Science)
30 Music (annex)
31 Stone Building (Human Environmental Sciences)
32 Carmichael Building (Broadcasting/Cinema)
33 Brown Building (Music)
33A Brown Annex
34 Aycock Auditorium
35 Taylor Building (Communication and Theatre)
37 Forney Building
38 McIver Building
39 Jackson Library
40 Elliott University Center
41 Chancellor's Residence
42 Alumni House
43 Faculty Center
44 Foust Building
45 Curry Building (Education)
45A Park Gymnasium (Human Environmental Sciences)
48 Maintenance Shops
49 Heating Plant
50 Campus Supply Store
51C Music (annex)
56 Moore Building (Nursing)
57 McNutt (Learning Resources Center)
58 Graham Building
59 Engineering & Construction Management/Facilities Planning/Safety
62 Family Research Center
63 Eberhart Building
64 Purchasing Office
66 University Publications
69 Carter Child Care Center
80 Mossman Administration Building
82 Bryan Building (Business and Economics)
84 Music (annex)
85 Music (annex)
86 Ferguson Building
87 Parking and Traffic
89 University Police
94 Post Office
96 Spring Garden Apartments
97 Warehouse (not shown)
98 HHP Building
99 Cone Building
99 Weatherspoon Gallery
107 Financial Aid
134 Student Recreation Center
135 Soccer Stadium
136 Information Services (not shown)
137 Student Housing
140 Parking Deck



*Residence Halls

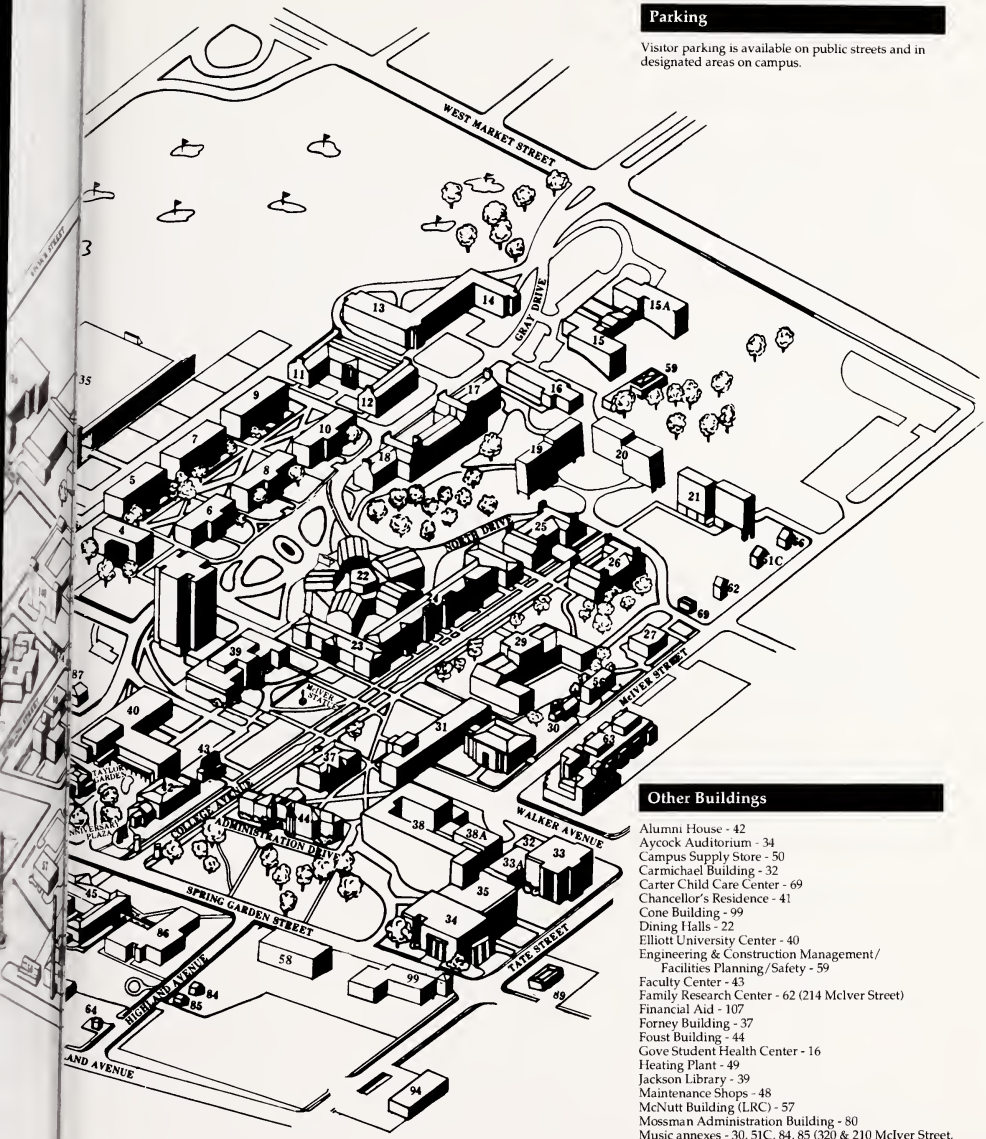
Bailey - 7
Coit - 10
Cone -21
Cotten - 8
Gray - 6
Grogan - 20
Guilford - 25
Hawkins - 15
Hinshaw - 5
Jamison - 9
Mary Foust (Residential College) - 26
Mendenhall - 18
Moore - 13
North Spencer - 24
Phillips - 15A
Ragsdale - 17
Reynolds - 19
Shaw (International House) - 4
South Spencer - 23
Strong - 14
Weil - 12
Winfield - 11

Classroom Buildings

Cone (Art) - 99
Brown (Music) - 33
Brown Annex - 33A
Bryan (Business & Economics) - 82
Curry (Education) - 45
Eberhart (Life Sciences/Psychology) - 63
Ferguson - 86
Graham - 58
HHP (Health and Human Performance) - 98
McIver - 38
Moore (Nursing) - 56
Petty (Science) - 29
Stone (Human Environmental Sciences) - 31
Taylor - 35

Parking

Visitor parking is available on public streets and in designated areas on campus.



Other Buildings

Alumni House - 42
Aycock Auditorium - 34
Campus Supply Store - 50
Carmichael Building - 32
Carter Child Care Center - 69
Chancellor's Residence - 41
Cone Building - 99
Dining Halls - 22
Elliott University Center - 40
Engineering & Construction Management/ Facilities Planning/Safety - 59
Faculty Center - 43
Family Research Center - 62 (214 McIver Street)
Financial Aid - 107
Forney Building - 37
Foust Building - 44
Gove Student Health Center - 16
Heating Plant - 49
Jackson Library - 39
Maintenance Shops - 48
McNutt Building (LRC) - 57
Mossman Administration Building - 80
Music annexes - 30, 51C, 84, 85 (320 & 210 McIver Street, 527 & 529 Highland Avenue)
Nursery School - 27
Office of Information Services - 137 (not shown)
Park Gymnasium - 45A
Parking and Traffic - 87 (426-428 Forest Street)
Post Office - 94 (525 Tate Street)
Purchasing Office - 64 (536 Highland Avenue)
Soccer Stadium - 135
Spring Garden Apartments - 96
Student Recreation Center - 134
University Police - 89
University Publications - 66 (208 McIver Street)
Warehouse - 97 (2900 Oakland Avenue) not shown
Weatherspoon Gallery - 99

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